Engagement Committee

Agenda

Meeting reference: Engagement 2017 -18/01
Date: Thursday 31 August 2017 at 5.30pm
Location: Room 019
Purpose: Scheduled meeting

*Denotes items for discussion.
Members should contact the Clerk in advance of the meeting if they wish to request an item be starred.

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Interest in any Agenda Item		Chair	
4	Minutes of the Meeting held on 11 May 2017		Chair	Enclosure 1
5	Actions arising from previous minutes		Chair	
6	**Student Engagement**			
*6.1	HISA Perth College Update	PC Student President	PC Student President	Enclosure 2
*6.2	Student Partnership Agreement Projects 2017-18 Proposals	PC Student President	PC Student President	Enclosure 3
7	**Performance Monitoring**			
7.1	Balanced Scorecard Update	Vice Principal Academic	Vice Principal Academic	Enclosure 4
7.2	Key Outcomes from the National Student Survey (NSS) 2016-17	Vice Principal Academic	Vice Principal Academic	Enclosure 5
7.3	Key Outcomes from the Student Satisfaction and Engagement Survey (SESS) 2016-17	Vice Principal Academic	Vice Principal Academic	Enclosure 6

University of the Highlands and Islands
Perth College

8	**External Engagement**			
8.1	Partnership Engagement		Principal	Verbal
8.2	Draft Perth and Kinross Community Planning Partnership Annual Report	Vice Principal Academic	Vice Principal Academic	Enclosure 7
8.3	Perth and Kinross Community Plan Consultation 2017	Vice Principal Academic	Vice Principal Academic	Enclosure 8
9	**Staff Engagement**			
*9.1	Staff Conference Day Update – 29 August 2017		Principal	Verbal
10	**Board Development**			
10.1	Board Development Day – 23 September 2017		Secretary	Enclosure 9
11	**Committee Minutes**			
11.1	EDIT • 22 June 2017			Enclosure 10
11.2	Staff Consultation Forum • 31 May 2017			Enclosure 11
12	**Date and time of next meeting:** 9 November 2017		Secretary	
*13	Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)			Enclosure 12

Engagement Committee

Minutes

Meeting reference: Engagement 2016-17/04
Date and time: Thursday 11 May 2017 at 5.30pm
Location: Room 033

Members present: Sharon Hammell, David Littlejohn, Linsey Macleod, John McDonald, Donald MacLean, Lindsey McLeod, Margaret Munckton, Holly Scrimgeour, Charlie Shentall,

Apologies: Ann Irvine, Ian Jackson

In attendance: David Gourley, Curriculum and Business Engagement Director
Pam Wilson, Vice Principal, Academic
Susan Bald, Vice Principal, HR and Communications

PCSA members Prince Honeysett, President
Rachel Daniel, Vice President, Welfare and Activities

By invitation:

Chief Executive Officer Highland and Islands Student Association (HISA)   Graeme Kilpatrick

Chair: John McDonald
Minute Taker: Maureen Masson, Clerk to the Board of Management
Quorum: 3

Summary of Action Items			
Ref	**Action**	**Responsibility**	**Time Line**
Actions from 2 March :			
11.2	**Individual Board members meetings** Board Chair to offer 1:1s with Board members before the summer break.	BOM Chair and Clerk	By 31 May 2017
Actions From 11 May			
2	**Note in minutes that Community, Equality and Diversity Engagement Update' was the be removed from the agenda**	Clerk	Immediate
*6.3	**PCSA/HISA Forward proposals** The paper should be revised to take account of the items flagged by the Committee for a verbal update at the next F&CPC and a revised paper to the Board meeting on 14 June.	HS	5 June 2017 for presentation to the Board on 14 June 2017
7.2	**Corporate Parenting Plan**		

University of the Highlands and Islands Perth College

Draft

Summary of Action Items			
Ref	Action	Responsibility	Time Line
	Clarify position with replacement ELS funding and HE/FE differentiation	MM	By end 31 July
8.1	**Partnership Engagement** Presentations for the Board Development evening to be circulated	Clerk	Immediate
9.1	**IIP Staff Report**	SB	Ongoing into new session
9.2	**Staff Conference Day Update – 21 June 2017** Keep under review the staff conference date in the light on ongoing industrial action	PW	Ongoing
10	**Board Development Day** A final agreed agenda for the Day would be circulated and Charlie Shentall's apologies noted.	Clerk	26 May 2017
12	Date of next meeting	Clerk	31 May 2107

Minutes

Item		Action
1	**Welcome and Apologies** The Chair, John McDonald (JM), welcomed everyone to the meeting. The designate PCSA officers were welcomed to their first meeting alongside the current PCSA President and HISA CEO. The apologies were noted.	
2	**Additions** There were no additions to the Agenda. However the Item 8.1 'Community, Equality and Diversity Engagement Update' was removed from the agenda as it had been included in error.	Clerk to note in minute
3	**Declaration of Interest in any Agenda Item** There were no declarations of a conflict of interest in any agenda item.	
4	**Minutes of Meeting held on 24 November 2016** The minutes were approved as a correct record.	
5	**Actions Arising from Previous Minutes**	

11.2 CPD event had been rescheduled and took place on 3 May 2017.

Action Completed.

11.2 Individual Board members meetings

Action: Board Chair to offer 1:1s with Board members before the Summer break. Would include a discussion about Committee Memberships for the new session.

Chair and Clerk

The Chair indicated that members were welcome to make their own arrangements with him, prior to the meetings with the Board Chair if they wished to do so. This would also hold for all other Committee Chairs.

8.1 Equalities Reports

Action complete: considered by the Board at its meeting on 22 March 2017.

10.1 Draft Revised Committee Terms of Reference.

Action Update: to be discussed at the Board Development day on 3 June 2017.

10.2 Board Dev Day – 3 June 2017

Action Update: On the agenda.

11.3 Response to consultation on the Draft Gender representation on Public Boards (Scotland) Bill

Action Completed: response submitted.

14 Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)

Action Completed

6   **Student Engagement**
*6.1   **PCSA Update and Student Engagement**

Holly Scrimgeour (HS) provided an update on student activity since the last meeting. It has been a busy few weeks for the Students Association with conference attendance and elections taking up much time. The OBI awards were scheduled for Monday 15 May and preparation was for that ongoing.

The Committee noted that Louis McNaught had resigned on 16 May.

PCSA elections had been held and new officers had been appointed for academic year 2017-18. The Committee noted the very positive turnout and offered congratulations to the new officers.

In terms of lessons learned, the use of facebook, a good advertising campaign and a reminder from lecturing staff about the elections had been positive in terms of promotion amongst students.

Congratulations were also extended to HS on her election to the role of HISA President.

*6.2 HISA Update

HS reported that HISA had held a successful regional council in February and this was positive for engagement. The Committee noted that Luke Humberstone was elected as NUS President and Maria Roberts had been elected on to serve on the Woman's Committee. In her new role as HISA President, HS would continue to work alongside designate PCSA officers to support transition, although based in separate offices.

*6.3 PCSA/HISA Forward Proposals

HS introduced the paper and updated the Committee on the changing landscape since the initial formation of HISA when PCSA had signed up to be regional members of HISA.

However, since then, the sabbatical officers had reviewed proposals and had further positive discussions with HISA colleagues. In the light of this, PCSA now wished to become a full member of HISA and the Committee noted that Inverness College Students' Association was now also planning to become a full member. One of the key drivers for the change in thinking was the administrative and staffing support that HISA would offer, longer term sustainability, and strategy and guidance experience. There were also a number of benefits to students which had been explained in the paper.

The Committee was broadly supportive of the proposals particularly if they were aligned with students' expectations and in the best interest of PC students.

However it was recognised that further work was needed before the June Board meeting. Several aspects needed greater clarification namely:

- work on the financial implications of the proposal for F&GPC. [It was noted that Inverness College has been noted twice erroneously on the 1.4 costing section.];
- the governance arrangements should be made more transparent, TUPE requirements and the mechanisms for change and final transition were needed;
- a time line for the transition should be set out to ensure that all aspects of governance have been properly considered and actioned; and
- the Committee noted that the PC President would be part of the HISA regional association whilst supporting the interests of PC students at a local level. It would, however, be helpful to be clear about the interactions of the newly elected sabbatical officers with HISA.

Action: The paper should be revised to take account of the items flagged by the Committee for a verbal update at the next F&CPC and a revised paper to the Board meeting on 14 June.

HS

7   Performance Monitoring

*7.1   Access and Inclusion Strategy

Pam Wilson introduced the Access and Inclusion Strategy 2017-22. This document, which had been requested by SFC in a prescribed format, set out the College's aspirations for accessible and inclusive services. It also sought to demonstrate how effectiveness and impact would be measured, College future priorities and outcomes and linkages to other related college documents.

The following key base measures noted by the Committee included:

- PC students attained above the sector average;
- Gender attainment differences that exist – these are important in helping shape the gender action plan.
- Care experienced admissions had risen but the proportion of applicants who carried that forward to became students had fallen. This was due to a significant rise in the number of students who had declared a care experienced background compared to previous years. Whilst this in itself was positive, it had led to a fall in the applicant to enrolment proportion. Greater support mechanisms were now in place to support students through admissions questions**.**

The Committee welcomed the work on the Access and Inclusion Strategy and endorsed its progression to the Board.

*7.2   Corporate Parenting Plan 2017-2021

Draft

Pam Wilson introduced the paper which sets out the key structures and provisions to ensure that the College meets its responsibilities as part of the Children and Young Persons Bill 2014.

The Committee noted that the College had been working closely with PKC through the Community Planning Partnership and with UHI. Four key areas which embraced the 'student journey' had been identified as important in Perth and across partner UHI Colleges.

The Committee welcomed the plan and noted that transition between different phases of the 'student journey' and support for student were critical. The Chair was keen to be assured that the level of resourcing committed to delivering key outcomes was appropriate.

Pam Wilson confirmed that staff may need greater support to better understand the legal obligations and to deliver the outcomes expected; that support had already started as corporate parenting had featured at the last staff conference. The corporate parenting agenda was one part of wider cross college access and inclusion strategy.

A 'joined up' approach was being taken to the development of key College Strategic and Operational plans.

Margaret Munckton confirmed that the original intention of the plan was to give comfort to the government around access and inclusion priorities and the use of grant. The Committee noted that £2.4 M had been spent during 2016-17 on these priorities, and that it was difficult to differentiate HE and FE within this. Given this fund is the replacement for ELS, H&I colleges would not receive consideration of HE student funding within this. MM to ask Neill McArthur at UHI to explain | MM

The Committee endorsed the plans and noted they would be considered by Academic Affairs at its next meeting and onto the Board for final agreement.

The Committee wished to thank to Richard Ogston, Student Services Manager, for leading this important area and his commitment and enthusiasm in developing the two key documents. | PW

External Engagement

8.1 Community, Equality and Diversity Engagement Update

Removed from the agenda.

8.2 Partnership Engagement

MM reported on the following engagement activities:

- that the Community Planning Partnership locality action plans were being drafted;
- there was a lot of activity on the 'City of Culture', and 'Developing Young Workforce (DYW) Perth and Kinross requiring input from the College.
- the Tay Cities Deal bid had been submitted. Outcomes from this were expected later in the year, delayed due the general election in June 2017; and
- the Principal had participated in HE/FE forum which was helpful to glean insights on the wider HE/FE challenges and opportunities with neighbouring institutions.

A Board Development evening had been held on 3 May with presentations from Helen Smout, Chief Executive of Culture Perth and Kinross and Tom Flanagan, Interim Head of Economic Development PKC on the Fairness Commission. The evening was interesting and informative and the presentations would be circulated to Board members, for information. | Clerk

The FE prize giving ceremony would be held on 8 June 2017. The Provost and new councillors had been invited together with Board members.

9   Staff Engagement
*9.1   IIP Report

Susan Bald introduced the Investors in People Business Improvement Report, which with had been received following the assessment week in February. The College had been successfully re-accredited against the fifth generation framework, which marked the 23 year of IIP accreditation.

The Committee noted the report and was very positive about the outcome which was a significant achievement for staff and students. A number of actions for improvement had been identified and these were constituent with the themes that were identified in staff survey. Plans would be put in place the reinvigorate work led and prepare for the groundwork for the next iteration of the framework. Work had already been done to map the outcomes against the new framework. | SB

*9.2   Staff Conference Day Update – 21 June 2017

The staff conference on 21 June would themed around 'Celebrating Success' and Eve Lewis of Sparqs had been lined up to present.

The Committee noted that the conference may have to be | PW

Draft

rescheduled in the light of ongoing industrial action to ensure that student business was prioritised. This would be kept under review

10   Board Development Day

The Clerk circulated an updated agenda for the Board Development Day on 3 June, for noting. Charlie Shentall intimated his apologies for the Development Day.   Clerk

A final agreed agenda for the Day would be circulated by 26 May 2017.

11   Committee Minutes

11.1   EDIT 6 April 2017 - noted

11.2   Student Representative Council – 6 March 2017 – noted

11.3   Staff Consultation Forum – 3 April 2017 -noted

12   Date and Time of Next Meeting

- To be agreed

*13   Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)

Agreed the meeting met the TOR.

Information recorded in College minutes are subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Notes taken to help record minutes are also subject to Freedom of Information requests, and should be destroyed as soon as minutes are approved.

Status of Minutes   Open ⊠   Closed ☐

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the public because an exemption under the Freedom of Information (Scotland) Act 2002 applies.

Draft

The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 1988. It is important that fact, rather than opinion, is recorded.

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 1988?   Yes ☐   No ☒

Engagement Committee

Paper for Consideration

Subject: HISA Perth College Update
Author: PC Student President
Date of paper: 23 August 2017
Date of meeting: 31 August 2017

Action requested of committee:

(Tick as appropriate)　　For information only:
　　　　　　　　　　　　　For discussion: ✓
　　　　　　　　　　　　　For recommendation/approval:

Cost implications:
(Tick as appropriate)　　Yes:　　　No: ✓

Executive Summary:

The paper provides an update on the work of the Student Association since the last meeting of the Committee.

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Status of Papers　　Open ☑　　　　　Closed

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988?　　**Yes　☐　　　　　No　☑**

HISA Perth College Update

Our Student Association could not be any happier with the merge with HISA. Although the final decision to have the merge was made during our hand-over as officers, we were certain already from the talks and meetings we had briefly attended that it was the best move for us. We feel confident that HISA will be able to support and enhance our association as we move forward.

Training

In our time in office already, HISA have put myself and my team through various training programmes such as NUS Lead & Change, HISA executive committee training, Sparqs and The Muslim Student Leadership Residential 2017. All which have been very informative and has led to us gaining essential contacts within the other student unions across Scotland.

Student Association Co-ordinator

HISA are also providing us with an extra member of staff in our office whose duty will be to support our officers and staff to enable our development and work in areas such as our day to day roles, the running of events & activities and our class rep structures.

The introduction of an extra member of staff I believe will be a great benefit to our team as it will reduce our workload giving us more time to actively engage with our students, give us a better chance at fulfilling our ambitions as officers and work with the college to achieve goals set in our partnership agreement.

Support & Finance

HISA also do the bookings for all our travel and accommodation for the training and conference events we attend as well saving us time and money. They are also responsible for covering affiliation fees to such as companies NUS, SSS, BUCS and NUS Scotland. This allows our association to use more of our budget to support the students.

Clubs & Societies

We believe this is a very essential part of student life, having a collective of peers you share the same interest with on campus is definitely a confidence booster and we aim not to lose that opportunity for students to connect with each other.

The issue with clubs & societies at Perth UHI is that at the beginning of the academic year there is always a thirst from students to get them up and running but by the end of the year due to various reasons such as exams and students graduating, the number of clubs & societies drops. We aim to strengthen that connection between the students in these clubs &

societies to ensure that we have continuation into the following year by giving the students more power in how they would like their clubs and events run and with the help of funding from HISA we will be able to provide them with extra support.

Prospective Opportunities

HISA Perth is currently in talks with Equate Scotland to set up a campaign to help improve the gender imbalance in STEM (Science, Technology, Engineering & Maths) subjects. This operation is being led by our Vice President of Education and Engagement, Nurina Sharmin.

Freshers

The Freshers Fayre this year on campus is set to the biggest one yet! Our association has been working actively with the Student Engagement Team to ensure that the students get the most out of the event. The event will be over three days (4th -6th September) and will include sports tasters, a fairground ride, a bar, live music and stalls in the ASW that will be occupied by several companies such as Tesco, Stagecoach, Santander, Dominos, St Johns Centre and many more to offer students discount on their products and services.

Student Partnership Agreement

We have come to an agreement between us and Perth UHI and will use this to enhance the student experience on campus and also further develop ourselves as HISA Perth. The three aims in our student partnership agreement are;

- To improve student engagement by introducing more events and interactive activities on campus.
- Work with the Quality Department to deal with student issues raised from SRC and introduce the use of Sector reps
- Improve the learning resources used by students such as the use of the E-library, better VC learning feedback, silent study spaces and extending the opening hours of the library at exam times.

Engagement Committee

Paper for Consideration

Subject: Student Partnership Agreement, Part B
Author: Prince Honeysett, PCSA HISA President/Pam Wilson, VP Academic
Date of paper: 23rd August 2017
Date of meeting: 31st August 2017

Action requested of committee:

(Tick as appropriate) For information only: √
                        For discussion:
                        For recommendation/approval:

Cost implications:
(Tick as appropriate) Yes: No: √

Executive Summary:

The Student Partnership Agreement (SPA) is active for a 3 year period and is due for renewal in 2017/18. The agreement document is in 2 parts. Part A outlines the general approaches to student engagement and partnership working between Perth College UHI and Perth College Students' Association (HISA), whilst Part B is updated annually and outlines specific project themes to be jointly undertaken during the relevant academic year.

The revised 3 year SPA will be submitted for approval at the November meeting of the Engagement Committee. The attached project themes show the current proposal for projects for 2017/18 academic year. PCSA HISA and Perth College UHI will collectively scope each project out and a more detailed action plan will be submitted with Part A.

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Status of Papers   Open ☑   Closed

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988?   **Yes** ☐   **No** ☑

Student Partnership Agreement Projects 2017-18 proposals Part B

Context

As part of the development of a Student Partnership Agreement between Perth College UHI and the HISA Perth discussions were held to inform priorities for 2017-2018.

Feedback from students through student surveys, course committees and college self-evaluation also formed the basis of additional information to inform the three project themes. The HISA Perth Partnership agreement will also be supported through regular representation structures.

It will be taken forward with three specific areas of joint work to be undertaken with relevant Students Association Officers, student representatives, and staff members who have responsibilities which encompass these themes.

Joint Project Theme Overviews

Each of the following three themes will be scoped and a project collectively taken forward by College staff and HISA Perth with agreed actions and feedback. An action plan specifying student representatives and staff membership will be agreed by each theme.

1. **Deliver a programme of events for students**

Working alongside each other, HISA Perth and Perth College UHI shall develop a shared programme of social and wider achievement events across the campus. These events shall enhance the student experience, raise awareness of HISA Perth and involve a wide range of students from different areas of the College.

2. **Improve accessibility of learning resources**

The College and HISA Perth will work to improve access to a number of learning resources particularly:

- E Resources - encourage more students to use E-library
- VLE – encourage engagement with VLE developments
- VC – Improve VC Feedback
- Library – consult on extension of opening hours during exam periods
- Silent study space – consult on access to alternative study spaces after 5pm

3. **Strengthen performance of the student representation system**

HISA Perth and the Quality Department of Perth College UHI shall support student representatives to ensure they are part of the process of addressing issues raised at for example Student Representative Council, Course Committee Meetings, student focus groups, 'YourVoice'. The Students' Association and the College shall consider the development and implementation of sector representatives to enhance the current representation framework.

Engagement Committee

Paper for Consideration

Subject: Balanced Scorecard Update
Author: Pam Wilson
Date of paper: 21st August 2017
Date of meeting: 31st August 2017

Action requested of committee:

(Tick as appropriate)   For information only: x
                          For discussion:
                          For recommendation/approval:

Cost implications:
(Tick as appropriate)   Yes: No: x

Executive Summary:

The attached paper is the new Balanced Scorecard, aligned with the aims and measures for the new strategic plan Vision 2021. Baseline data has been obtained from data collected for 2015-16. Several of the measures this year have been reworded or are new measures. New measures have been identified (NM). Where it has been possible to collect data for 2016-17 this has been entered in the relevant column. Where this data is only indicative of progress so far and not finalised this has been highlighted in the comments section. Measures are categorised as Red (worsening), Amber (stable) or Green (improving) based on current performance.

The Student Satisfaction measures are being presented for the attention of the Engagement Committee; the relevant measure numbers have been highlighted in yellow for ease of identification

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Perth College UHI Balanced Scorecard for Vision 2021: Strategic Plan 2016-21

No	Vision 2021 Scorecard Statement	Measure	Baseline 2015-16	2016-17	Trend	2017-18	Trend	Comments
		Students and staff achieving their potential						
1	Students:	Students:						
	a)Number of full-time FE learners undertaking programmes with an element of substantial work experience or volunteering opportunity	Number of FT programmes that offer opportunities for work experience of equivalent to 1 unit or more	20					
	b)Number of apprenticeships	Number of students undertaking apprenticeships (total):	348					
		a)SDS-funded	145					
		b)Non-SDS Funded	203					
	c)Vocational qualifications delivered to senior phase pupils	Number of Vocational qualifications delivered to senior phase pupils	75	145				
2	Perth College students moving on to positive destinations (including progressors)	Proportions of FT students entering positive destinations (including progressers) in:						
		a) HE	93.0%					
		b) FE	84.4%					
3	Staff:	Staff:						
	a)Number of staff days spent on CPD/year	a) Number of staff days spent on CPD/year	5.3	4				
	b)Proportion of staff with teaching qualifications	b) Proportions of staff successfully completing teaching qualifications	NM	tbc				
	c)Numbers of staff presenting papers at conferences and number of publications	c) Numbers of staff presenting papers at conferences and number of publications	NM	tbc				
		Student satisfaction						
4	Track FE and HE student satisfaction through national student surveys:	The proportions of students overall satisfied with college experience in:						
	a) Student Satisfaction and Engagement Survey	a) Student Satisfaction and Engagement Survey	93%	95%				
	b) National Student Survey	b) National Student Survey	76%	80%				
5	Proportion of classes with a student representative or agreed structure	Proportion of classes with a student representative or agreed structure	NM					
6	End of year Student survey outcomes:	Proportions of students that agree or mostly agree with the statements from the End of Year Student Outcomes (SSES) :						
	a) Course/achievement	I am satisfied with my course	84%	89%				
		I am achieving what I set out to do)	91%	92%				
	b) Destination	Destination (I am aware what I can do after my course/	92%	91%				
		I feel prepared to take my next steps	91%	90%				
	c) College	I would recommend the College to a friend	92%	94%				

		Student activity measures				
7	Recruit to published targets for :	Meet published FTE targets on credit delivery (recruit to target) for:				
	a) FE	a) FE	26010			
	b) HE	b) HE	1885.9			
8	Track progress towards providing a system of learning that is widely accessible and diverse by analysis of data as follows: age, gender, postcode, protected characteristics and care experienced subject area, numbers from schools with highest rates of negative destinations	Recruitment of learners from the following protected characteristics in course with 160 planned hours or more:				
		i) SIMD20	NM			
		ii) Care Experienced	Enrols = 63 FE Creds = 737			
		iii) Minority Ethnicity	Enrols = 441 FE Creds = 4461			
		iv) Disability	Enrols = 945 FE Creds = 6536			
		Number of courses with a gender ratio of greater than 3:1 (75/25 split)	33	34		
9	Track retention and attainment of all full time and part time funded programmes	RETENTION				
		a) of students in courses over 160h:				
		i) Overall	83.6%			
		ii) SIMD20	84.7%			
		iii) Care Experienced	62.5%			
		iv) Minority Ethnicity	89.9%			
		v) Disability	82.4%			
		vi) Gender	F: 80.3% M: 86.6%			
		b) of FT FE students	80.1%	78%*		*Indicative value only. Final data still to be collected
		ATTAINMENT				
		a) Number of Day 1 attainers for courses over 160h:				
		i) Overall	72.5%			
		ii) SIMD20	71.4%			
		iii) Care Experienced	47.9%			
		iv) Minority Ethnicity	86.5%			
		v) Disability	69.2%			
		vi) Gender	F: 67.8% M: 76.8%			
		b) Number of Day 1 attainers for FT FE courses	72.7%	68%*		*Indicative value only. Final data still to be collected

	Sustainability				
10	Financial:	Record:				
	a) Outturn	Achieve a break-even underlying operating position	0			
	b) Gross carbon footprint	Gross carbon footprint	1864 tCO2			
	c) Non-core funding income (to include Knowledge Transfer)	% of income from non-SFC sources (inc. KT)	0.42			
11		Track:				
	Staff rates of turnover and sickness absence	Staff turnover (%) to be maintained below national average	15.4	20.8		
		No days staff absent on sick leave (average sick days per head)	9.24	7.6		
12	To maintain a healthy and safe working environment	Number of accidents reported to HSE	3	7		
13	Number of businesses that engage with Perth College UHI	Number of business on Contacts Database recorded as having had an interaction with Perth College UHI	NM			

Definitions:

Trend = Direction of performance compared to previous reporting period indicated by the following:

Improvement
Worsening
No Change/Stable

NM = New Measure for 2016-17

Engagement Committee

Paper for Consideration

Subject: National Student Survey Key Outcomes
Author: Pam Wilson
Date of paper: 21st August 2017
Date of meeting: 31st August 2017

Action requested of committee:

(Tick as appropriate)   For information only:
                          For discussion:
                          For recommendation/approval:

Cost implications:
(Tick as appropriate)   Yes: No: x

Executive Summary:

The summary National Student Survey results were published on 9th August 2017. The full report is attached here for consideration and discussion. The 2017 National Student Survey differs from that delivered in 2016, and previous years, making direct comparisons with preceding years and trend analysis difficult. The summary report also does not give programme-specific information for individual colleges, but this information, along with student comments, has been received and an in depth analysis of this will be presented at a later date. The comments often provide insight to the reasons for trends up and down.

The key points of the report are:

- The response rate for Perth College was 77%, which was slightly lower than that observed overall for UHI (80%). However this still significantly exceeds the response rates Scotland-wide (74%); and UK-wide (68%).

- Overall satisfaction rates for Perth College were 80%, which is 1% point above that for UHI overall (79%). This represents an increase compared to 2016 (76%) and reverses a 3-year downward trend in this measure.

- The three areas in which Perth College received highest satisfaction rates were:
  - I have been able to contact staff when I needed to (86%)
  - Staff are good at explaining things (85%)
  - My course has provided me with opportunities to bring information and ideas together from different topics (85%)
  -
- The three questions scales that scored the lowest satisfaction overall were:
  - The students' union (association or guild) effectively represents students' academic interests (47%)
  - The course is well organised and is running smoothly (65%)

- It is clear how students' feedback on the course has been acted on (56%) (This was a new question for 2017)

Information recorded in College minutes and papers is subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Status of Papers   Open ☑   Closed

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the public because an exemption under the Freedom of Information (Scotland) Act 2002 applies.

The College may also be asked for information contained in minutes and papers about living individuals, under the terms of the Data Protection Act 1988.

Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988?   **Yes   ☐   No   ☑**

National Student Survey results 2017

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1   Executive summary

- **RESPONSE RATE**
  Although the response rate decreased by 3% compared to 2016 (83%) with 599/699 targeted students responding to the survey **(80%)**, we continue to exceed the response rates Scotland-wide (74%); and UK-wide (68%) significantly.

- **CHANGES TO THE NSS QUESTION SET**
  Following an extensive review by HEFCE, the 2017 survey differs from that delivered in 2016, and previous years. The redesigned survey makes trend analysis difficult. There are some completely new questions and the reordering and alternative wording of others. The advice from Ipsos Mori is **not** to compare data with previous years but we have included some previous years' data for context. The main changes to the survey are:

  - An **increase** from 22 to 27 items within the core survey
  - Removal of **five** items, including all items within the 'Personal development' scale
  - Rewording of **nine** items
  - Addition of **three new question scales**: learning opportunities, learning community and student voice

- **OVERALL SATISFACTION**
  The university's **'Overall satisfaction' of 79%** has decreased in comparison to the UHI 2016 results (81%). Averages for Scotland (85%) and the UK (84%) have also slightly decreased.

- **RESULTS BY QUESTION SCALE**
  The question scales that rate higher for 2017 include organisation and management (70%) and learning resources (78%). The question scales that rate lower include academic support (79%). Teaching on my course (83%), and assessment and feedback (72%) have remained stable.

- **RESULTS BY ACADEMIC PARTNER**
  Scottish Association for Marine Science UHI achieved a high score this year, at 100% satisfaction rate. **Highland Theological College UHI** also scored well achieving 90%. **Moray College UHI (85%)** and **Perth College UHI (80%)** both achieved increased 'overall satisfaction' rates. Unfortunately, satisfaction rates have dropped across some academic partners in 2017 with **Inverness College UHI (75%), Lews Castle College UHI (69%)** and **North Highland College UHI (79%)** all receiving lower satisfaction rates than in 2016.[1] The score for **West Highland College UHI (70%)** also dropped when compared with their last reported results in 2015.

- **SUBJECT NETWORKS**
  Humanities, Education and Gaelic (85%), and **Science Technology and the Environment (85%)** achieved increases in 'overall satisfaction' rates. Overall satisfaction fell in three of the subject networks: **Applied Life Studies** (**85%** from 87%), **Business, Management and Leisure** (**71%** from 76%) and **Engineering and the Built Environment** (**77%** from 87%). **Cultural and Creative Industries** remained stable **(76%)**.

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[1] Results are not included for Argyll College UHI, Orkney College UHI, Shetland College UHI, & Sabhal Mòr Ostaig UHI as the number of respondents at these partners fell below the 10 required for data publication. There were no students at NAFC UHI within the NSS pool for 2017.

- **PROGRAMMES**[2]

  Audio Engineering BScH (100%), Music Business BAH (100%), **Marine Science BScH (100%)**, **Business HND (92%)**, **Architectural Technology BScH (88%)** and **Visual Communications HND (86%)** have all achieved an **increased 'overall satisfaction' rate compared to 2016**.

  Popular Music BAH (71%) also achieved an increase in overall satisfaction but the score remains disappointingly low.

  Accounting and Finance BAH (95%) have had results published for the first time this year, alongside **Person-Centred Counselling and Psychotherapy DipHE (67%)**.

  A number of programmes have experienced significant falls in overall satisfaction. **Applied Music BAH** has fallen to our lowest score (down from 94% last year to **50%**) along with **Business and Management BAH** (down from 77% to **56%**), **Drama and Performance BAH** (down from 89% to **60%**), **Computing BScH** (down from 91% to **62%**), **Psychology BScH** (down from 84% to **67%**), **Accounting HND** (down from 89% to **75%**) and **Aircraft Engineering BEngH** (down from 93% to **78%**).

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[2] Only results for programmes with more than 10 respondents are released by HEFCE.

2 Background

2.1 The revised survey for 2017

The National Student Survey (NSS) is an annual survey of final year undergraduates, which has been conducted by Ipsos Mori on behalf of the UK Funding Councils since 2005. The University of the Highlands and Islands took part for the first time in 2013.

The revised survey for 2017 consists of 27 multiple-choice questions relating to eight aspects of the learning experience, including one question about overall satisfaction. There are three additional questions chosen from a bank of optional questions. For each question, students are asked to indicate the extent to which they agree or disagree with various statements using a 5 point Likert-type scale (Definitely Agree/ Mostly Agree/ Neither/Mostly Disagree/ Definitely Disagree). Students are also invited to leave comments about particularly positive or negative aspects of their experience.

2.2 Results

Anonymised results for the multiple-choice questions and student comments are made available to the university in late July/early August via a password protected intranet facility. The data relating to the multiple-choice questions is publicly available through 'Key Information Sets' (KIS), which are published on the websites of universities and colleges and the Unistats website. The release of these results is subject to meeting a threshold of ten respondents and a 50% response rate (at any level of disaggregation). Results meeting the ten respondents threshold but not the 50% response rate are made available to the university but not to the public. These thresholds are set in order to protect the anonymity of respondents and ensure the statistical robustness of the data. Students' comments are released to the university only, and are redacted prior to this release to remove the names of any individuals.

3   Response rates

699 students were eligible to participate[3] in the survey this year. The overall response rate achieved was **80% (561 respondents)** compared with 74% across Scotland and 68% nationally. Table 1 shows the comparable average response rate for all UK and Scottish HEIs.

	Response Rate 2017	Response Rate 2016	Response Rate 2015	Response Rate 2014
University of the Highlands and Islands	**80% (of 699)**	**83% (of 624)**	**76% (of 593)**	**70% (of 625)**
Scottish HEIs	74%	76%	74%	72%
UK HEIs	68%	73%	71%	71%

Table 1: NSS 2014-17 response rates: UHI vs. Scotland and UK

Response rate by academic partner and subject network are shown in tables 2 and 3 below:

Academic partner	2017 sample	No. of responses	Response rate
West Highland College UHI	23	23	100%
Lews Castle College UHI	28	26	93%
Highland Theological College UHI	11	10	91%
Moray College UHI	76	63	83%
Scottish Association for Marine Science UHI	18	15	83%
Orkney College UHI	11	9	82%
Inverness College UHI	199	161	81%
Argyll College UHI, Shetland College UHI and Sabhal Mòr Ostaig UHI	19	12	79%
North Highland College UHI	32	25	78%
Perth College UHI	282	215	77%
TOTAL	**699**	**559**	**80%**

Table 2: NSS 2017 Response rate by academic partner

Subject Network	2017 Sample	No. of responses	Response rate
Humanities, Education and Gaelic	85	72	84%
Creative and Cultural Industries	159	129	80%
Business, Management and Leisure	153	123	79%
Engineering and the Built Environment	96	79	79%
Science, Technology and the Environment	76	60	78%
Applied Life Studies	130	96	75%
TOTAL	**699**	**559**	**80%**

Table 3: NSS 2017 Response rate by subject network

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[3] The NSS sample is identified using data from the annual submission to the Higher Education Statistics Agency (HESA). A flow diagram for identifying eligible students can be found in the appendix.

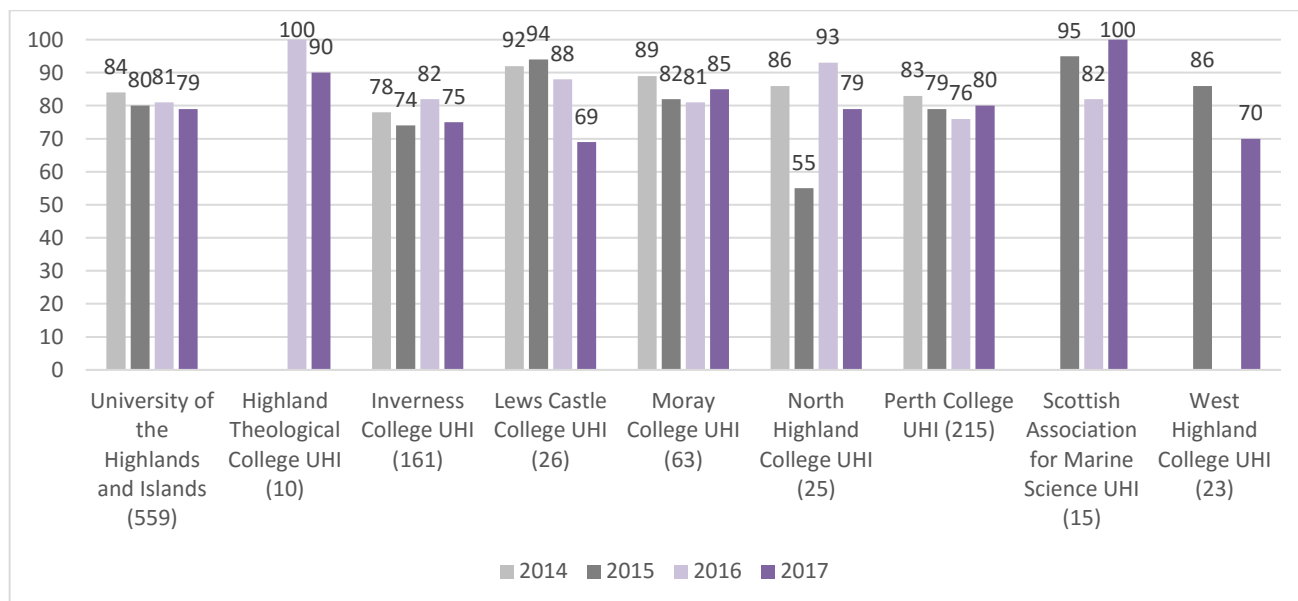# 4   Overall satisfaction: Results for question 27

4.1   UHI vs. Scotland/UK

The result for Question 27 **'Overall, I am satisfied with the quality of my course'**, is the key measure of the survey. Table 4 shows that **79%** of the respondents agreed with this statement[4] against a benchmark of 83% (this figure is calculated using the sector average satisfaction levels adjusted to reflect the mix of students at the institution). The University of the Highlands and Islands ranks 16th out of the 21 institutions in Scotland who participated, with four joining the survey this year. The Royal Conservatoire of Scotland does not have results this year because of a student boycott.

Institution	2017	Benchmark 2016	2017 sample	2016	2015	2014
West Lothian College	100%	82%	12			
University of St Andrews	94%	88%	1563	94%	89%	93%
University of Dundee	90%	86%	1995	91%	90%	90%
University of Glasgow	89%	87%	3990	89%	90%	91%
Edinburgh College	88%	86%	18			
University of Aberdeen	87%	87%	1526	88%	87%	86%
University of Strathclyde	87%	85%	2620	87%	87%	89%
University of Stirling	86%	85%	2048	89%	86%	87%
Robert Gordon University	86%	83%	1855	85%	86%	87%
Scottish HEI Average	**85%**	**86%**		**86%**	**86%**	87%
UK HEI Average	**84%**	**86%**		**86%**	**86%**	86%
University of Abertay Dundee	84%	83%	899	88%	86%	84%
Heriot-Watt University	83%	85%	1569	89%	89%	87%
University of the West of Scotland	83%	83%	2429	87%	86%	84%
University of Edinburgh	83%	86%	4488	80%	84%	82%
Glasgow Caledonian University	81%	83%	3054	83%	85%	84%
Edinburgh Napier University	80%	83%	2197	84%	84%	85%
University of the Highlands and Islands	**79%**	**83%**	**699**	**81%**	**80%**	**80%**
Queen Margaret University	77%	83%	659	86%	85%	86%
The Interactive Design Institute Limited	77%	81%	56			
SRUC	77%	84%	282	76%	81%	89%
Glasgow School of Art	71%	82%	336	74%	80%	78%
City of Glasgow College	57%	80%	23			
Royal Conservatoire of Scotland				83%	79%	89%

Table 4: NSS 2014-17 % agree for question 27 'overall satisfaction' for Scottish HEIs (including national averages)

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[4] '% agree' rates referred to in this report are calculated as the number of students responding 'definitely agree' or 'agree' to each of the items, expressed as a percentage of the total number of respondents to that item.

4.2 By academic partner

Figure 1: NSS 2014-17 % agree for question 27 'Overall satisfaction' by academic partner. Number of respondents for 2017 are shown in brackets. 5

SAMS UHI recorded an excellent result of **100% overall satisfaction** for 2017, an 18% increase on 2016 scores. An increase of 4% was recorded at **Moray College UHI (85%)** and **Perth College UHI (80%)**. **Highland Theological College UHI** also recorded an excellent result of **90%**.

Unfortunately, satisfaction rates have dropped across some academic partners in 2017 with **Inverness College UHI (75%), Lews Castle College UHI (69%)** and **North Highland College UHI (79%)** all receiving lower satisfaction rates than in 2016. **West Highland College UHI** also dropped in overall satisfaction when compared to their last reported figures in 2015 (down from 86% to **70%**).

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5 Results are not included for Argyll College UHI, Orkney College UHI, Shetland College UHI or Sabhal Mòr Ostaig UHI as the number of responses at these partners fell below the 10 required for data publication. There were no students at NAFC UHI within the NSS pool for 2017.

4.3   By subject network[6]

There was a small rise for overall satisfaction amongst students in **Humanities, Education and Gaelic (85%)**, and **Science, Technology and the Environment (85%).**

There were decreases in overall satisfaction for **Business, Management and Leisure** (71% from **76%**), **Engineering and the Built Environment** (77% from **87%**) and **Applied Life Studies** (with a relatively strong **85%** down from 87%).

At a programme level, there were significant reductions in overall satisfaction for **Business Management BAH** (**56%** from 77% in 2016), **Accounting HND** (**75%** from 89%) and **Adventure Tourism Management** (**64%** from 85% as last recorded in 2015) which may have contributed to the drop in satisfaction for the Business, Management and Leisure subject network.

Mechanical Engineering BEngH (scoring for the first time this year at **53%**) and **Aircraft Engineering BEngH** (**78%** down from 93%) will likely have been the main reasons for the drop in satisfaction for the Engineering and Built Environment subject network.

A drop in overall satisfaction for **Psychology BScH** (**67%** from 84%) and a score for the first time this year for **Person-centred counselling and psychotherapy DipHE (67%)** will probably have contributed to the drop in satisfaction for the Applied Life Studies subject network.

The Creative and Cultural Industries subject network has seen a mixed set of results this year. Both **Music Business BAH** (up **20%** from 2016) and **Audio Engineering BScH** (up **26%** from 2016) scored **100%** overall satisfaction. **Applied Music BAH** scored the lowest overall satisfaction this year with a major decrease (down from 94% to **50%**) with **Drama and Performance BAH** also scoring much lower (down from 89% to **60%**).
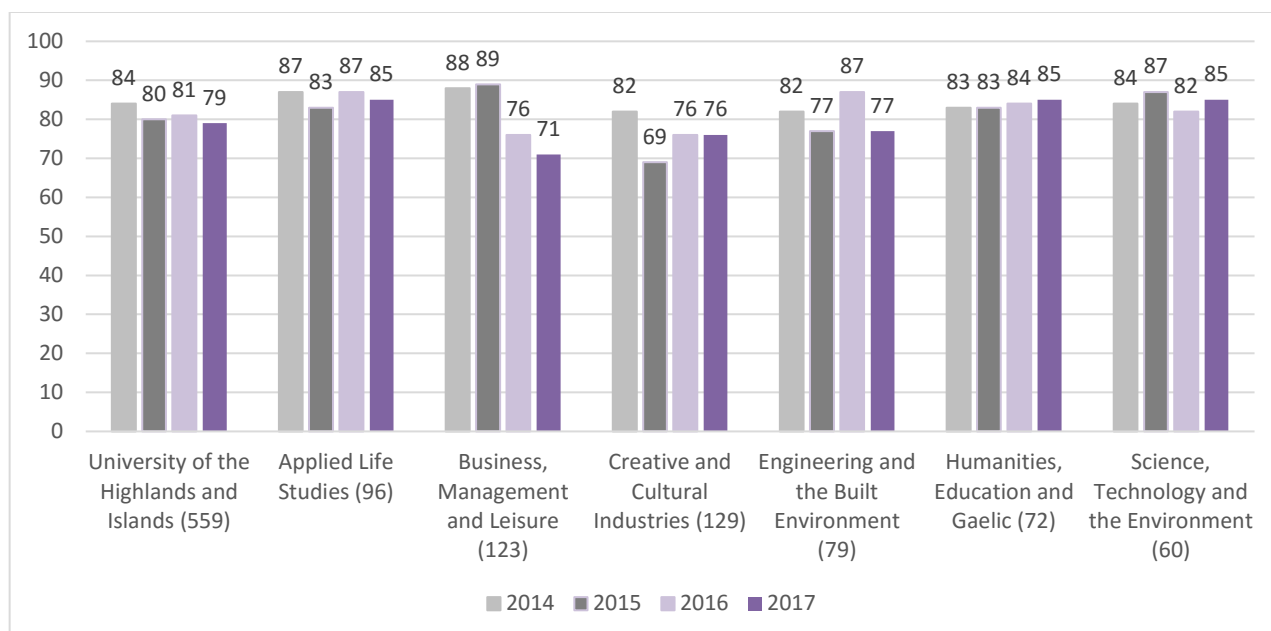
Figure 2: NSS 2014-17 % agree for question 27 'Overall satisfaction' by subject network. Number of respondents for 2017 are shown in brackets.

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[6] Results for Computing and IT and Science, Technology and the Environment have been amalgamated since 2016 to reflect the realignment across the subject networks (results from previous years have also been combined to provide an accurate comparison).

4.4   By programme

The notable success stories this year are three programmes that reported **100%** overall satisfaction. This is for **Audio Engineering BScH** (up **26%** compared to 2016), **Music Business BAH** (up **20%** compared to 2016) and **Marine Science BScH** (up **18%** compared to 2016). It is worth noting that each of these programmes was required to produce monitored action plans following their NSS 2016 results, reinforcing our experience that this approach has a positive impact on future NSS scores.

Programmes that reported well above overall satisfaction rates and that continue to score highly include **Childhood Practice BAH (95%)**, **Business HND** (**92%** vs. the degree at 56%), and **Theological Studies BAH (91%)**.

There were further increased scores for **Architectural Technology BScH** (up from 77% in 2016 to **88%**) scoring **100%** for item 5 'My course has provided me with opportunities to explore ideas or concepts in depth', and item 10 'Feedback on my work has been timely'. **Visual Communication HND** also increased their overall satisfaction rate (up from 71% to **86%**) scoring **100%** for item 4 'My course has challenged me to achieve my best work'. Whilst **Popular Music BAH** received a low score **(71%)**, there has been some increase in overall satisfaction (up **14%** compared to 2016).

Accounting and Finance BAH are reporting results for the first time this year at **95%**. Scores were also received for two additional courses this year that rated below the overall institutional satisfaction rate: **Person-centred counselling and psychotherapy DipHE (67%)**, with organisation and management, a particularly low score. **Thirty-three percent** was recorded for item 15 'The course is well organised and is running smoothly'. **Mechanical Engineering BEng (53%)** also scored low in overall satisfaction linked to item 5 'My course has provided me with opportunities to explore ideas or concepts in depth' **(53%)** and item 15 'The course is well organised and is running smoothly' **(40%)**.

Applied Music BAH has fallen significantly (down **44%** compared to 2016) with the lowest overall score **(50%)** despite scoring between 80%-90% in certain areas of the questionnaire, such as **93%** for item 24 'Staff value students' views and opinions about the course'. This is likely to be related to lower satisfaction with assessment and feedback with a particularly low score of **36%** recorded for item 10 'Feedback on my work has been timely', and **36%** for item 15 'The course is well organised and running smoothly'.

Adventure Tourism Management BAH is another example of lower scores received this year (down from 85% in 2015 to **64%**) likely related to item 15 'The course is well organised and is running smoothly' scoring **21%**.

Computing BScH has fallen (down from 91% to **62%** with the HND scoring **75%** this year) which could be linked to item 8 'The criteria used in marking have been clear in advance' and item 15 'The course is well organised and running smoothly' which both scored **23%**.

Business and Management BAH continued to drop significantly in scores this year (down from 77% to **56%**) with **Drama and Performance BAH** also dropping (down from 89% to **60%**). These reductions could be linked to sharp declines in satisfaction regarding the organisation and management (down from 69% to **54%** for **Business**, and down from 64% to **40%** for **Drama**).

There were lower scores for **Aircraft Engineering BEngH** (**78%** down from 93% in 2016) possibly linked to 'The teaching on my course' (down from 88% in 2016 to **79%**), and 'Assessment and feedback' (down from

61% in 2016 to **47%**). **Psychology BScH** was another programme area to drop in scores (67% down from **84%** in 2016) possibly linked to 'Academic support' (down from 77% in 2016 to **60%**) and the new question set area 'Learning community' scoring **50%**. **Child and Youth Studies BAH** has dropped in score (down from 100% to **88%**) possibly linked to the new survey area 'Learning community' 47%.
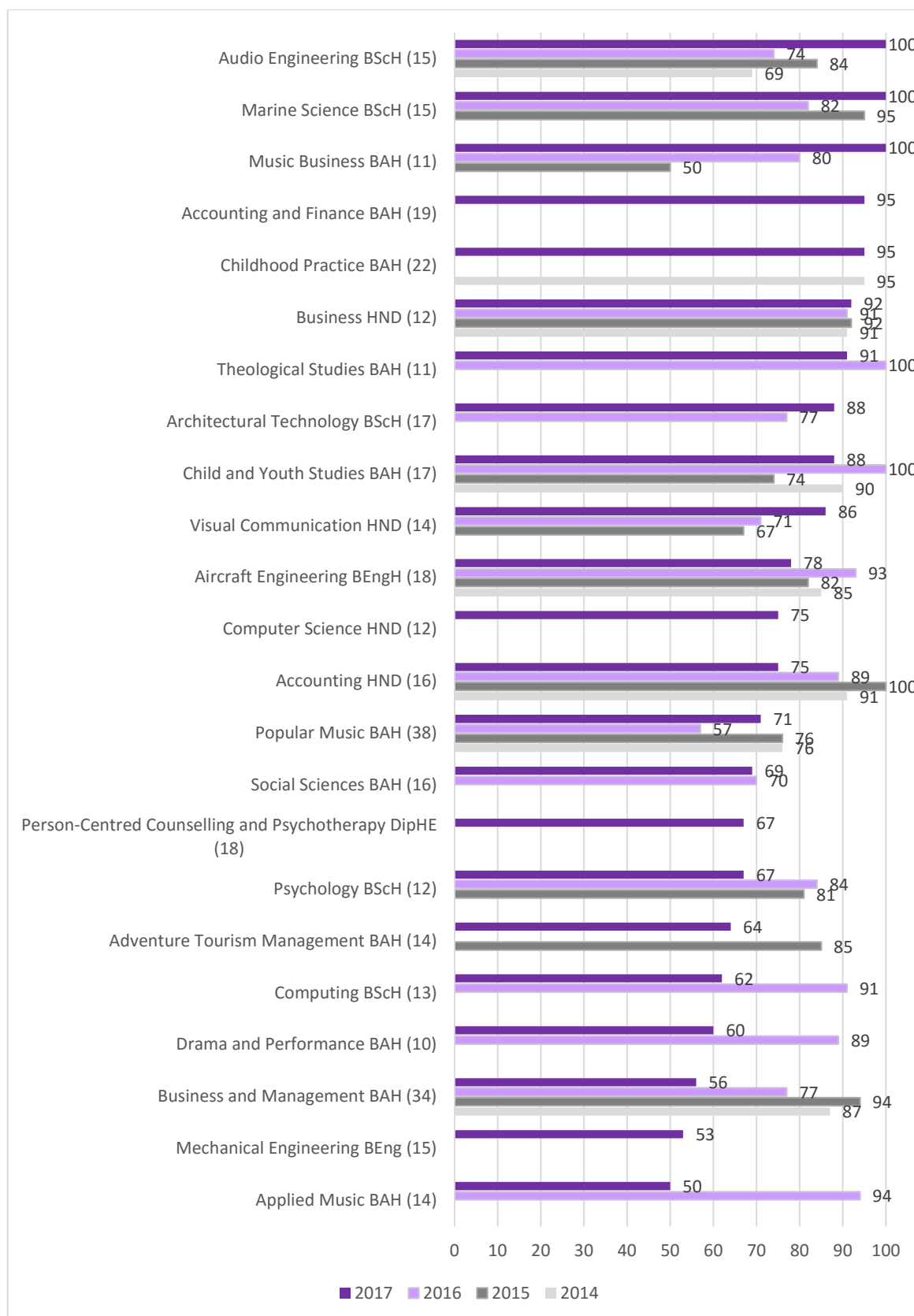
Figure 3: NSS 2014-2017 % agree for question 22/27 'Overall satisfaction' by programme (in descending order). Number of respondents for 2017 are shown in brackets.

4.5 By JACS code

The university is also provided NSS results by JACS code (Joint Academic Classification of Subjects) which enables comparison to results from other HEIs, providing a subject level benchmark. In table 5 below a RAG system has been used to compare the performance of the university to that of the UK average and the Scotland average for that JACS code using the following key:

Key (RAG):

🟥	The university score is more than 3% **below** the average subject area score
🟨	The university score is **between** -3% and +3% of the average subject area score
🟩	The university score is more than 3% **above** the average subject area score

JACS code - Level 3	Programmes	Q27- UHI	Q27- UK average	RAG based on UK average	Q27- Scotland average	RAG based on Scotland average
Academic studies in Education	Childhood Practice BAH	95	86	🟩	89	🟩
Accounting	Accounting HND	82	88	🟥	88	🟥
Aerospace Engineering	Aircraft Engineering BEngH	78	77	🟩	85	🟩
Agriculture and others in Veterinary Sciences, Agriculture and related subjects	Arboriculture and Urban Forestry HND, Sustainable Development BScH, Sustainable Forest Management BSc	100	83	🟩	80	🟩
Architecture	Architectural Technology BScH	88	87	🟩	83	🟩
Business studies	Administration and Information Technology HND, Business and Management BAH, Business HND	67	82	🟥	80	🟥
Complementary Medicine	Beauty Therapy HND, Complementary Therapies HND	90	86	🟩	87	🟩

Table 5: Analysis for question 27 overall satisfaction by JACS code

Computer Science	Computer Science HND, Computing BScH	68	79	🟥	77	🟥
Design studies	Contemporary Art Practice HND, Visual Communication HND, Visual Communication and Design BAH	83	82	🟩	81	🟩
Drama	Drama and Performance BAH	60	81	🟥	74	🟥
Electronic and Electrical Engineering	Audio Engineering BScH, Electrical and Electronic Engineering BEng, Engineering Systems HND	87	83	🟩	88	🟩
Finance	Accounting and Finance BAH	95	85	🟩	87	🟩
Fine Art	Contemporary Art Practice HND, Contemporary Art and Contextualised Practice BAH, Fine Art BAH	73	82	🟥	82	🟥
History	History and Archaeology BAH, History and Politics BAH, Scottish History BAH, Scottish History and Archaeology BAH	83	90	🟥	90	🟥
Mechanical, Production and Manufacturing Engineering	Mechanical Engineering BEng, Engineering and Built Environment	55	81	🟥	82	🟥
Music	Applied Music BAH, Music Business BAH, Popular Music BAH	72	78	🟥	79	🟥
Ocean Sciences	Marine Science BScH	100	86	🟩	100	🟩
Psychology	Psychology BScH, Person-Centred Counselling and Psychotherapy DipHE	67	85	🟥	84	🟥
Social Work	Child and Youth Studies BAH, Health Studies BAH	92	81	🟩	86	🟩
Sociology	Social Sciences BAH, Oral Health Science BSc	68	86	🟥	89	🟥
Theology and Religious studies	Theological Studies BAH	91	89	🟩	91	🟩

Tourism, Transport and Travel	Adventure Tourism Management BAH, Adventure Performance and Coaching BAH, Hospitality Management HND, Hospitality Management BAH, Professional Cookery HND	61	84		80	

Table 5 CONTINUED: Table 5: Analysis for question 27 overall satisfaction by JACS code

5 Results for all question scales

5.1 UHI vs. Scotland/UK

The % agree (TEF method)[7] for each question scale for the university is given in Figure 4 below, alongside the Scottish and UK scores. For 2017, the university scores well in the area of Assessment and Feedback (72%) when compared to Scotland. However, scores are below average across all other areas, especially when referring to the new survey areas Learning Community (70%) and Student Voice (64%).
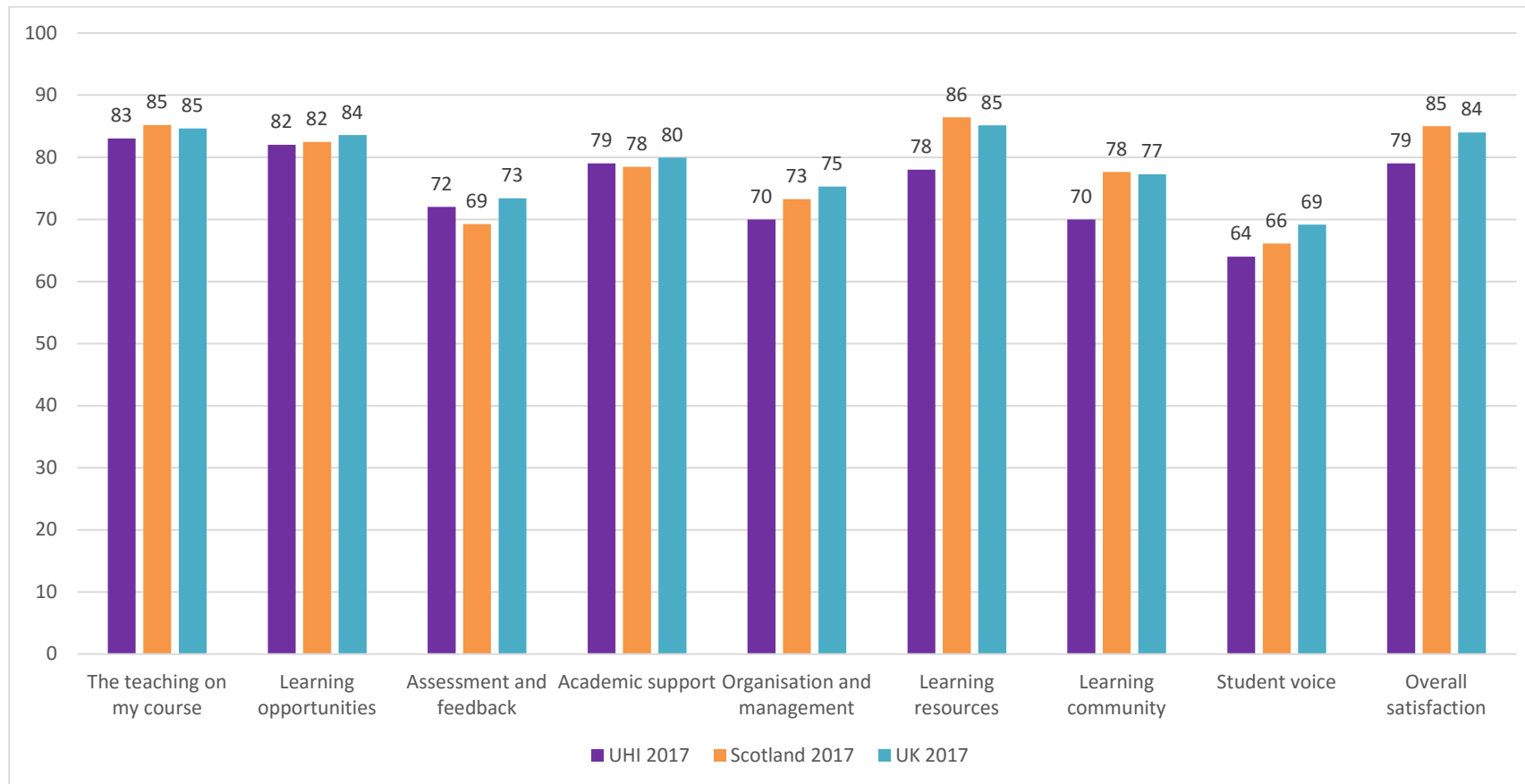

Figure 4: NSS 2017 % agree (TEF method) for all question scales, University of the Highlands and Islands, plus Scotland and UK figures

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[7] See the report from Texunatech here for more information on how % agree calculations are made

5.2 By subject network

NSS item/scale	UHI	Scotland	UK	BML	CCI	EBE	ALS	HEG	STE
The teaching on my course	**83**	**85**	**85**	**76**	**83**	**79**	**86**	**89**	**89**
1. Staff are good at explaining things.	86	90	89	83	87	82	83	89	93
2. Staff have made the subject interesting.	83	84	83	75	84	77	87	89	90
3. The course is intellectually stimulating.	82	86	85	75	79	78	88	92	88
4. My course has challenged me to achieve my best work **(NEW QUESTION FOR 2017)**	81	81	82	73	81	78	85	86	85
Learning opportunities (NEW QUESTION SET FOR 2017)	**82**	**82**	**84**	**77**	**82**	**77**	**88**	**84**	**84**
5. My course has provided me with opportunities to explore ideas or concepts in depth.	84	84	84	78	83	78	92	90	83
6. My course has provided me with opportunities to bring information and ideas together from different topics.	85	85	85	84	82	82	89	89	83
7. My course has provided me with opportunities to apply what I have learnt.	77	79	81	69	81	71	83	72	85
Assessment and feedback	**72**	**69**	**73**	**66**	**76**	**68**	**74**	**77**	**66**
8. The criteria used in marking have been clear in advance.	69	71	73	63	71	69	74	75	60
9. Marking and assessment has been fair*	79	73	73	76	81	76	77	82	82
10. Feedback on my work has been timely*	64	65	73	59	69	62	68	71	48
11. I have received helpful comments on my work*	75	69	74	67	83	65	77	82	75
Academic support	**79**	**78**	**80**	**70**	**84**	**81**	**80**	**80**	**79**
12. I have been able to contact staff when I needed to.	83	87	86	75	87	85	86	81	83
13. I have received sufficient advice and guidance in relation to my studies*	80	78	79	74	83	81	81	83	78
14. Good advice was available when I needed to make study choices on my course*	73	70	75	63	82	77	69	75	77
Organisation and management	**70**	**73**	**75**	**62**	**73**	**66**	**74**	**76**	**68**
15. The course is well organised and is running smoothly.	61	66	71	48	63	62	69	74	57
16. The timetable works efficiently for me*	78	79	79	75	81	73	79	81	78
17. Any changes in the course or teaching have been communicated effectively.	69	75	77	64	74	61	71	75	70
Learning resources	**78**	**86**	**85**	**78**	**75**	**79**	**82**	**79**	**77**
18. The IT resources and facilities provided have supported my learning well*	76	84	83	78	72	76	82	79	73
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well*	78	88	86	76	74	83	82	77	76
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to*	81	87	86	79	80	79	82	81	85
Learning community (NEW QUESTION SET FOR 2017)	**70**	**78**	**77**	**73**	**78**	**75**	**66**	**54**	**69**
21. I feel part of a community of staff and students.	66	69	70	68	74	67	63	48	67
22. I have had the right opportunities to work with other students as part of my course.	75	87	84	78	81	84	67	62	72
Student voice	**64**	**66**	**69**	**59**	**69**	**63**	**64**	**63**	**64**
23. I have had the right opportunities to provide feedback on my course **(NEW QUESTION FOR 2017)**	81	85	84	83	85	72	79	85	82
24. Staff value students' views and opinions about the course **(NEW QUESTION FOR 2017)**	77	74	76	69	81	75	79	76	85
25. It is clear how students' feedback on the course has been acted on **(NEW QUESTION FOR 2017)**	53	53	60	41	66	53	50	54	54
26. The students' union (association or guild) effectively represents students' academic interests*	41	52	57	44	45	49	44	27	27
27. Overall I am satisfied with the quality of this course	**79**	**85**	**84**	**71**	**76**	**77**	**85**	**85**	**85**
Number of respondents	**599**	**-**	**-**	**123**	**129**	**79**	**96**	**72**	**60**

Table 6: NSS 2017 % agree for all question scales, by subject network plus Scotland and UK figures

(*items marked with an asterisk have new wording for 2017)

5.3   By academic partner

NSS item/scale	UHI	Scotland	UK	HTC UHI	IC UHI	LCC UHI	MC UHI	NHC UHI	PC UHI	SAMS UHI	WHC UHI
The teaching on my course	**83**	**85**	**85**	**98**	**81**	**75**	**86**	**82**	**84**	**98**	**66**
1. Staff are good at explaining things.	86	90	89	100	86	81	87	88	85	100	65
2. Staff have made the subject interesting.	83	84	83	100	79	62	89	80	84	100	85
3. The course is intellectually stimulating.	82	86	85	100	80	81	90	76	83	93	60
4. My course has challenged me to achieve my best work (NEW QUESTION FOR 2017)	81	81	82	89	80	77	76	84	83	100	55
Learning opportunities (NEW QUESTION SET FOR 2017)	**82**	**82**	**84**	**90**	**82**	**81**	**82**	**79**	**81**	**100**	**72**
5. My course has provided me with opportunities to explore ideas or concepts in depth.	84	84	84	100	85	77	87	84	81	100	80
6. My course has provided me with opportunities to bring information and ideas together from different topics.	85	85	85	100	83	81	86	80	85	100	80
7. My course has provided me with opportunities to apply what I have learnt.	77	79	81	70	77	85	73	72	77	100	55
Assessment and feedback	**72**	**69**	**73**	**93**	**73**	**63**	**66**	**75**	**71**	**83**	**64**
8. The criteria used in marking have been clear in advance.	69	71	73	90	68	69	65	80	67	93	60
9. Marking and assessment has been fair*	79	73	73	100	83	84	73	76	76	93	75
10. Feedback on my work has been timely*	64	65	73	80	68	46	49	60	68	53	45
11. I have received helpful comments on my work*	75	69	74	100	74	54	78	84	73	93	75
Academic support	**79**	**78**	**80**	**90**	**72**	**74**	**80**	**79**	**82**	**89**	**75**
12. I have been able to contact staff when I needed to.	83	87	86	100	76	77	87	76	86	93	80
13. I have received sufficient advice and guidance in relation to my studies*	80	78	79	90	76	69	78	84	83	93	75
14. Good advice was available when I needed to make study choices on my course*	73	70	75	80	65	76	75	76	77	80	74
Organisation and management	**70**	**73**	**75**	**93**	**66**	**65**	**66**	**76**	**71**	**93**	**53**
15. The course is well organised and is running smoothly.	61	66	71	90	58	46	59	64	65	100	25
16. The timetable works efficiently for me*	78	79	79	100	74	81	73	84	79	93	85
17. Any changes in the course or teaching have been communicated effectively.	69	75	77	90	66	67	66	80	69	87	50
Learning resources	**78**	**86**	**85**	**87**	**79**	**83**	**83**	**73**	**76**	**84**	**67**
18. The IT resources and facilities provided have supported my learning well*	76	84	83	70	79	75	86	72	74	71	68
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well*	78	88	86	100	81	96	82	71	75	79	50
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to*	81	87	86	90	78	80	80	79	81	100	80
Learning community (NEW QUESTION SET FOR 2017)	**70**	**78**	**77**	**85**	**64**	**64**	**66**	**66**	**76**	**97**	**73**
21. I feel part of a community of staff and students.	66	69	70	90	58	68	63	68	70	93	60
22. I have had the right opportunities to work with other students as part of my course.	75	87	84	89	70	60	70	64	82	100	85
Student voice	**64**	**66**	**69**	**83**	**59**	**74**	**61**	**68**	**66**	**79**	**50**
23. I have had the right opportunities to provide feedback on my course (NEW QUESTION FOR 2017)	81	85	84	100	75	85	79	80	84	100	90
24. Staff value students' views and opinions about the course (NEW QUESTION FOR 2017)	77	74	76	90	72	96	73	84	76	100	70
25. It is clear how students' feedback on the course has been acted on (NEW QUESTION FOR 2017)	53	53	60	78	50	60	47	64	56	80	20
26. The students' union (association or guild) effectively represents students' academic interests*	41	52	57	50	37	57	42	43	47	18	11
27. Overall I am satisfied with the quality of this course	**79**	**85**	**84**	**90**	**75**	**69**	**85**	**79**	**80**	**100**	**70**
Number of respondents	**599**	**-**	**-**	**10**	**161**	**26**	**63**	**25**	**215**	**15**	**23**

Table 7: NSS 2017 % agree for all question scales, by academic partner
(*items marked with an asterisk have new wording for 2017)

5.4 By programme

NSS item/scale	UHI	Acct HND	Acct and Fin BAH	Advent Tour Mgt BAH	Airc Eng BEngH	Appl Mus BAH	Arch Tec BScH	Aud Eng BScH	Bus HND	Bus and Mgt BAH	Child and You BAH	Childh Pract BAH
The teaching on my course	**83**	**86**	**86**	**64**	**79**	**70**	**91**	**100**	**83**	**76**	**82**	**92**
1. Staff are good at explaining things.	86	88	89	64	83	71	88	100	92	85	71	95
2. Staff have made the subject interesting.	83	81	89	86	78	64	94	100	67	68	82	90
3. The course is intellectually stimulating.	82	88	89	50	83	79	88	100	83	79	88	91
4. My course has challenged me to achieve my best work (NEW QUESTION FOR 2017)	81	88	74	57	72	64	94	100	92	74	88	91
Learning opportunities (NEW QUESTION SET FOR 2017)	**82**	**79**	**86**	**71**	**76**	**79**	**92**	**100**	**81**	**70**	**84**	**95**
5. My course has provided me with opportunities to explore ideas or concepts in depth.	84	81	89	79	72	79	100	100	75	71	94	100
6. My course has provided me with opportunities to bring information and ideas together from different topics.	85	75	89	79	83	79	88	100	92	82	88	95
7. My course has provided me with opportunities to apply what I have learnt.	77	81	79	57	72	79	88	100	75	56	71	91
Assessment and feedback	**72**	**73**	**83**	**63**	**47**	**63**	**91**	**98**	**83**	**59**	**69**	**90**
8. The criteria used in marking have been clear in advance.	69	56	79	57	61	71	88	100	67	62	82	91
9. Marking and assessment has been fair*	79	94	79	71	67	86	88	100	100	79	71	95
10. Feedback on my work has been timely*	64	75	84	43	28	36	100	93	75	44	53	86
11. I have received helpful comments on my work*	75	69	89	79	33	57	88	100	92	50	71	86
Academic support	**79**	**77**	**88**	**71**	**87**	**69**	**89**	**100**	**89**	**52**	**69**	**90**
12. I have been able to contact staff when I needed to.	83	75	95	79	89	64	82	100	83	59	71	91
13. I have received sufficient advice and guidance in relation to my studies*	80	81	89	71	83	64	94	100	92	62	71	95
14. Good advice was available when I needed to make study choices on my course*	73	73	79	69	89	79	94	100	92	35	65	84
Organisation and management	**70**	**63**	**85**	**55**	**49**	**67**	**92**	**98**	**72**	**54**	**76**	**91**
15. The course is well organised and is running smoothly.	61	56	89	21	39	36	94	93	67	29	76	95
16. The timetable works efficiently for me*	78	63	79	93	72	93	94	100	83	73	87	81
17. Any changes in the course or teaching have been communicated effectively.	69	69	88	50	35	69	88	100	67	62	60	95
Learning resources	**78**	**79**	**88**	**67**	**69**	**85**	**88**	**100**	**86**	**69**	**84**	**89**
18. The IT resources and facilities provided have supported my learning well*	76	69	89	71	67	83	94	100	83	71	94	90
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well*	78	87	83	50	72	85	82	100	82	65	81	86
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to*	81	80	89	79	67	86	88	100	92	70	75	94
Learning community (NEW QUESTION SET FOR 2017)	**70**	**84**	**74**	**79**	**78**	**79**	**85**	**97**	**92**	**54**	**47**	**73**
21. I feel part of a community of staff and students.	66	81	74	64	72	79	76	93	92	44	53	75
22. I have had the right opportunities to work with other students as part of my course.	75	88	74	93	83	79	94	100	92	65	41	67
Student voice	**64**	**58**	**76**	**51**	**57**	**79**	**72**	**98**	**76**	**51**	**63**	**66**
23. I have had the right opportunities to provide feedback on my course (NEW QUESTION FOR 2017)	81	81	95	93	67	86	71	100	83	76	76	86
24. Staff value students' views and opinions about the course (NEW QUESTION FOR 2017)	77	75	79	71	78	93	82	100	92	55	71	91
25. It is clear how students' feedback on the course has been acted on (NEW QUESTION FOR 2017)	53	44	53	21	33	79	76	93	67	29	50	38
26. The students' union (association or guild) effectively represents students' academic interests*	41	29	75	15	50	58	50	100	56	44	50	40
27. Overall I am satisfied with the quality of this course	**79**	**75**	**95**	**64**	**78**	**50**	**88**	**100**	**92**	**56**	**88**	**95**
Number of respondents	559	16	19	14	18	14	17	15	12	34	17	22

Table 8: NSS 2017 % agree for all question scales, by programme

(*items marked with an asterisk have new wording for 2017)

NSS item/scale	Comp Scien HND	Comp BScH	Drama and Perf BAH	Marine Sci BScH	Mech Eng BEngH	Music Bus BAH	Person-Cent DipHE	Pop Music BAH	Psychology BScH	Soc Scien BAH	Theol Studies BAH	Vis Comm HND
The teaching on my course	**88**	**69**	**73**	**98**	**65**	**95**	**69**	**76**	**88**	**77**	**98**	**91**
1. Staff are good at explaining things.	100	69	80	100	67	100	72	87	73	75	100	86
2. Staff have made the subject interesting.	92	69	80	100	60	100	78	82	92	69	100	86
3. The course is intellectually stimulating.	83	77	70	93	67	91	67	63	92	88	100	93
4. My course has challenged me to achieve my best work (NEW QUESTION FOR 2017)	75	62	60	100	67	91	61	71	92	75	90	100
Learning opportunities (NEW QUESTION SET FOR 2017)	**78**	**69**	**83**	**100**	**60**	**97**	**87**	**68**	**72**	**79**	**88**	**88**
5. My course has provided me with opportunities to explore ideas or concepts in depth.	67	77	90	100	53	100	83	66	83	88	100	93
6. My course has provided me with opportunities to bring information and ideas together from different topics.	83	46	90	100	60	91	83	71	75	81	100	86
7. My course has provided me with opportunities to apply what I have learnt.	83	85	70	100	67	100	94	68	58	69	64	86
Assessment and feedback	**75**	**46**	**83**	**83**	**65**	**91**	**57**	**64**	**60**	**67**	**91**	**86**
8. The criteria used in marking have been clear in advance.	58	23	70	93	67	82	39	50	50	69	91	79
9. Marking and assessment has been fair*	100	46	60	93	73	91	61	71	67	69	91	100
10. Feedback on my work has been timely*	67	62	100	53	60	100	61	58	58	69	82	71
11. I have received helpful comments on my work*	75	54	100	93	60	91	67	79	67	63	100	93
Academic support	**75**	**67**	**87**	**89**	**76**	**100**	**74**	**77**	**64**	**65**	**91**	**86**
12. I have been able to contact staff when I needed to.	83	69	100	93	87	100	83	82	83	75	100	93
13. I have received sufficient advice and guidance in relation to my studies*	67	54	100	93	73	100	72	74	58	63	91	79
14. Good advice was available when I needed to make study choices on my course*	75	77	60	80	67	100	62	76	50	56	82	86
Organisation and management	**67**	**46**	**47**	**93**	**51**	**91**	**54**	**68**	**75**	**65**	**91**	**76**
15. The course is well organised and is running smoothly.	50	23	50	100	40	91	33	53	75	63	91	79
16. The timetable works efficiently for me*	83	54	40	93	67	91	76	82	73	75	91	71
17. Any changes in the course or teaching have been communicated effectively.	67	62	50	87	47	90	56	68	73	60	91	77
Learning resources	**69**	**60**	**47**	**84**	**80**	**85**	**72**	**64**	**81**	**80**	**88**	**81**
18. The IT resources and facilities provided have supported my learning well*	75	46	50	71	60	73	59	56	75	87	73	79
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well*	50	75	50	79	100	82	83	61	83	80	100	75
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to*	83	62	40	100	80	100	78	76	83	71	91	86
Learning community (NEW QUESTION SET FOR 2017)	**79**	**58**	**55**	**97**	**70**	**95**	**69**	**71**	**50**	**56**	**82**	**79**
21. I feel part of a community of staff and students.	75	62	40	93	67	91	50	66	55	50	91	86
22. I have had the right opportunities to work with other students as part of my course.	83	54	70	100	73	100	89	76	45	63	80	71
Student voice	**58**	**47**	**51**	**79**	**72**	**86**	**56**	**59**	**64**	**51**	**83**	**77**
23. I have had the right opportunities to provide feedback on my course (NEW QUESTION FOR 2017)	67	62	70	100	100	100	67	82	83	69	100	93
24. Staff value students' views and opinions about the course (NEW QUESTION FOR 2017)	75	69	70	100	67	100	72	71	75	56	91	79
25. It is clear how students' feedback on the course has been acted on (NEW QUESTION FOR 2017)	50	42	40	80	53	91	59	50	42	38	80	79
26. The students' union (association or guild) effectively represents students' academic interests*	38	8	22	18	67	50	23	32	55	43	43	50
27. Overall I am satisfied with the quality of this course	**75**	**62**	**60**	**100**	**53**	**100**	**67**	**71**	**67**	**69**	**91**	**86**
Number of respondents	**12**	**13**	**10**	**15**	**15**	**11**	**18**	**38**	**12**	**16**	**11**	**14**

Table 8 CONTINUED: NSS 2017 % agree for all question scales, by programme
(*items marked with an asterisk have new wording for 2017)

5.5   Optional question banks

NSS item/scale	% agree 2017	% agree 2016	% agree 2015	% agree 2014
B5 Course delivery				
Learning materials made available on my course have enhanced my learning.	84%	82%	81%	83%
The range and balance of approaches to teaching has helped me to learn.	76%	75%	77%	79%
The delivery of my course has been stimulating.	75%	71%	75%	73%
My learning has benefited from modules that are informed by current research.	80%	83%	81%	79%
Practical activities on my course have helped me to learn.	76%	78%	76%	78%
B2. Students' Union (Association or Guild)				
The Students' Union (Association or Guild) has had a positive impact on my sense of belonging to the university or college.	21%	NEW FOR 2017		
The Students' Union (Association or Guild) has had a positive impact on the local community.	17%			
The Students' Union (Association or Guild) has helped me develop useful life skills.	15%			
B3. Careers				
As a result of my course, I believe that I have improved my career prospects.	84%	NOT INCLUDED IN 2016	82%	86%
Good advice is available for making career choices.	64%		65%	66%
Good advice is available on further study opportunities.	73%		67%	66%

Table 9: NSS 2014-17 '% agree' for optional bank survey questions

6 Conclusion

The university has achieved excellent results for some academic partners, subject networks and programmes and these should be acknowledged and congratulated; clearly, some areas of provision are greatly appreciated by our students. It is also heartening that scores for our academic model, in terms of teaching, support, learning opportunities and assessment compare relatively well to the sector. We also continue to experience significantly higher response rates than the sector, reflecting an increased visibility for, and shared ownership of, the NSS across the university. In most cases, the targeted and high profile approach to action planning on the back of each NSS continues to have a positive impact on subsequent results and this should be continued. Not all programme teams fully engaged with the action planning process, however, and that might help to explain their disappointing NSS 2017 results.

Nevertheless, the reductions in the NSS scores are disappointing: there are clear areas at academic partner, subject network and programme levels that need to be drilled into to explain results which are pulling down strong performance elsewhere, particularly in the overall satisfaction rate that is the most widely publicised and tabularised.

The university has consistently underachieved in the organisation and management category of questions relative to the rest of the sector and there are some particularly low scores around communicating changes effectively and the smooth running of courses. There are signs of improvements relating to library resources, perhaps reflective of the changes arising from the Libraries Service Review outcomes and hopefully the decline in satisfaction with IT resources might also be addressed through the recommendations arising from its Service Review in 2017.

The introduction of the new categories around Learning Community and Student Voice have not been helpful to our scores. Work needs to be done to manage student expectations of opportunities to work with other students as part of their course and to support the understanding of Q27's use of the phrase "right opportunities" might mean in our distributed context.

Programme teams should be congratulated on the relatively strong scores for the value attached to student feedback: this was a particular concern given its low rating in the optional questions last year and teams were encouraged throughout the year to explain to students the changes that had been made based on previous results. This approach to closing the feedback loop should continue to be a priority for staff. The Students' Union score clearly had a significant impact on the Student voice section and hopefully the significant increase in investment and the recently announced mergers of the associations at Perth College UHI and Inverness College UHI with HISA will lead to improvement in these scores. The role of HISA in helping to improve the student experience and manage the NSS process is extremely important if we are to make improvements across the NSS questions.

The enhanced marketing and communications plan for the NSS in the last two years appears to have contributed to our high response rate. Our ability to engage with so many students on this activity is encouraging. The creation of an institutional culture that values and understands the strategic significance of the NSS will take time, but the NSS action plan monitored by a Strategic Group chaired by the Deputy Principal, with targeted marketing and communications, enhanced action planning with programmes, an NSS staff conference and so on, is being implemented and has been well received by academic, quality and professional services staff.

All staff within the university have a shared responsibility for improving the NSS scores. The profile of the survey has increased internally and there is now greater awareness and dialogue about what can be done to improve the results. It is encouraging that the targeted action planning process continues to have a positive impact on programme scores, in most cases. We need to ensure, however, that the Academic Partners, Faculties and Subject Networks adopt a widespread and proactive approach to the areas included in the NSS that looks beyond these targeted programmes, because despite areas of strength, particularly around the academic model and academic student experience, there is still much to be done to improve our NSS overall satisfaction levels.

7 Next steps

A number of activities and events will be taking place over the coming months to reflect on NSS 2017 and to work towards improved results for NSS 2018:

- Analysis of comments: Free text comments from NSS 2017 have already been released to the university. These will be analysed and individual reports sent to subject network leaders for dissemination to relevant staff;
- Targeted action planning: Given the proven efficacy of action planning, programmes, subject networks and academic partners with overall satisfaction scores for Q27 below the Scottish mean and/or drops of 10% or more, will meet with relevant senior staff, Faculty Deans and Subject Network Leaders to agree an action plan for the coming academic year;
- NSS conference: An internal NSS conference will take place on the 1st of September 2017 to increase understanding of the NSS and to share best practice;
- NSS Strategic Steering Group: This group will meet three times in the academic year to oversee actions from the programme action plans and provide leadership on institution-wide strategies to improve NSS satisfaction scores;
- NSS Process Management Group: This group will continue to oversee the day-to-day running of the NSS including finalising the sample for NSS 2018, and staff and student communications.

Authors:
Dr Heather Fotheringham, Quality Enhancement Impact Officer
Emma Taylor, Planning Officer
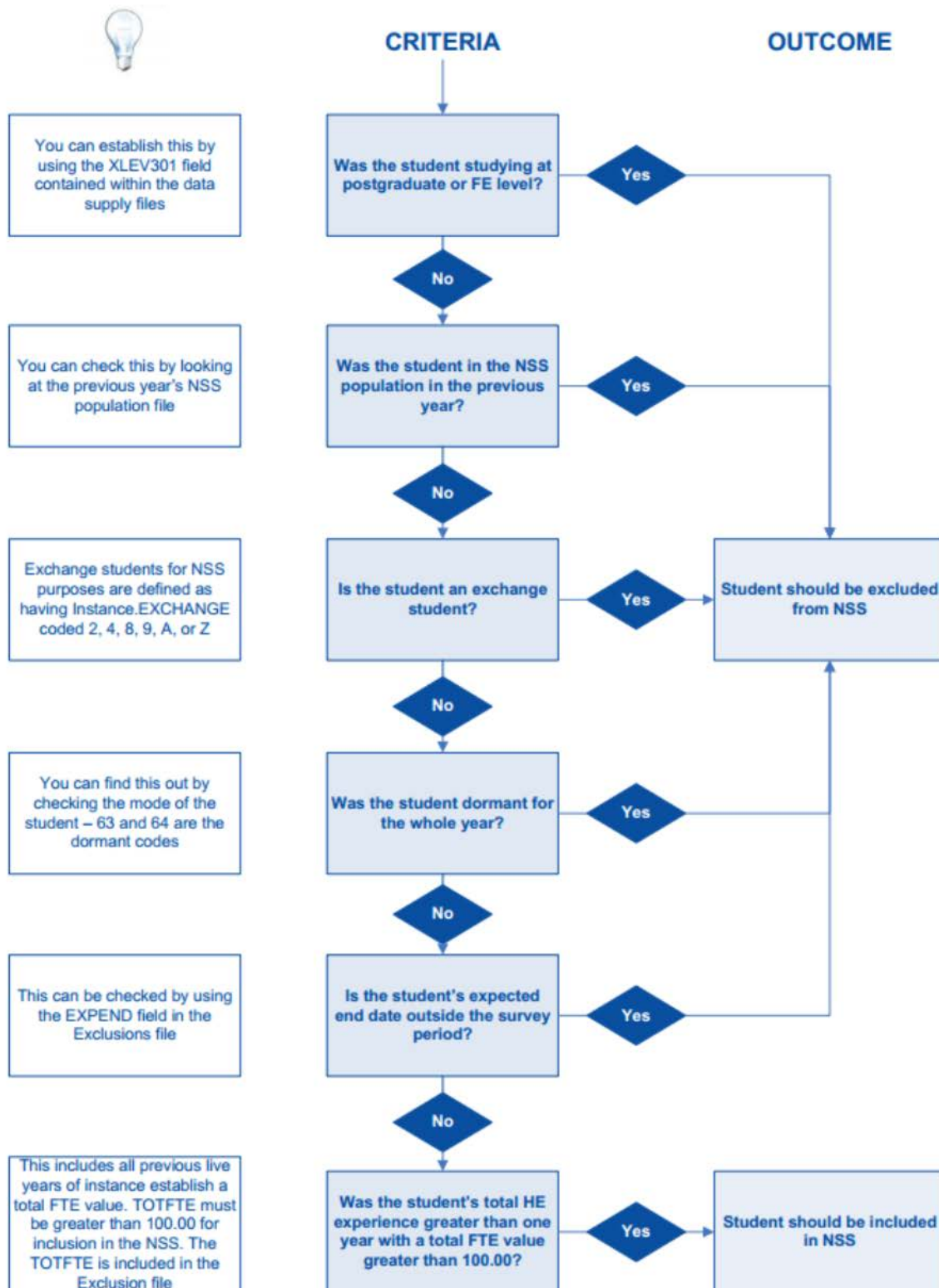Dr Iain Morrison, Dean of Students
August 2017

8 Appendix

CRITERIA

OUTCOME

You can establish this by using the XLEV301 field contained within the data supply files

Was the student studying at postgraduate or FE level? — Yes

No

You can check this by looking at the previous year's NSS population file

Was the student in the NSS population in the previous year? — Yes

No

Exchange students for NSS purposes are defined as having Instance.EXCHANGE coded 2, 4, 8, 9, A, or Z

Is the student an exchange student? — Yes

Student should be excluded from NSS

No

You can find this out by checking the mode of the student – 63 and 64 are the dormant codes

Was the student dormant for the whole year? — Yes

No

This can be checked by using the EXPEND field in the Exclusions file

Is the student's expected end date outside the survey period? — Yes

No

This includes all previous live years of instance establish a total FTE value. TOTFTE must be greater than 100.00 for inclusion in the NSS. The TOTFTE is included in the Exclusion file

Was the student's total HE experience greater than one year with a total FTE value greater than 100.00? — Yes

Student should be included in NSS

Figure 5: HESA flow diagram for NSS eligible students

Engagement Committee

Paper for Consideration

Subject: Student Satisfaction and Engagement Survey 2016-17 Key Outcomes
Author: Pam Wilson
Date of paper: 21st August 2017
Date of meeting: 31st August 2017

Action requested of committee:

(Tick as appropriate)   For information only: x
                          For discussion:
                          For recommendation/approval:

Cost implications:
(Tick as appropriate)   Yes: No: x

Executive Summary:

Paper is a summary of the findings of the Student Engagement and Satisfaction/Exit Survey for 2016-17. This is a brief overview of the main results and findings. A more in depth analysis of the results, including student comments will be available at a later date.

Information recorded in College minutes and papers is subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Status of Papers   Open ☑   Closed

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the public because an exemption under the Freedom of Information (Scotland) Act 2002 applies.

The College may also be asked for information contained in minutes and papers about living individuals, under the terms of the Data Protection Act 1988.

Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988?   **Yes** ☐   **No** ☑

Key Outcomes from the Student Satisfaction and Engagement Survey (SESS) 2016-17

Student Survey on Programme/Exit April 2017

Perth College UHI

Summary

The survey comprised a maximum of 52 questions, split in to 8 sections covering: College Student Satisfaction and Engagement; Teaching and Learning, Tests & Assessments; Course Organisation; Accommodation and Equipment; Wellbeing & Pastoral Support; Quality Assurance; and Next Steps. There are 3 versions of the questionnaire used, one general survey, one specifically for ESOL students and one for SVS students. Therefore, not all of the questions would have been relevant to, or answered by, all students. This paper represents a general summary of the data and a more detailed paper will follow.

Of the questions that formed the survey, the first 10 were part of the Scottish Funding Council Student Satisfaction and Engagement Survey (SSES). This year's Exit Survey did not include any learners that were surveyed as part of the National Student Survey.

The data outlined in the tables below are presented as proportion of respondents (return rate), % agree (proportion of respondents that either 'strongly agreed' or 'agreed') and distance travelled, which is an internal measure, comparing the outcome to that obtained in the student survey conducted in April 2016. The survey data per question is included in Appendix 1. The proportion of positive responses for full-time FE and full-time HE students over a three year period (2014-15 to 2016-17) is presented in Appendix 2 along with an indication of the trend of direction of travel for the 3yr period.

A total of 3,421 learners from Perth College UHI were surveyed. This was comprised of 1,138 learners in Further Education (FE) and 846 learners in Higher Education (HE). The overall return rate for Perth College UHI was 58%, which is 11.4% points higher than 2016.

The return rate for each mode of learner is broken down in the table below, along with a comparison of the previous to academic years (presented in reverse chronological order), where this data was available.

Mode	Level	AY 2014-15	AY 21015-16	AY 2016-17
All Learners	FE+HE	67.1	46.6	58
Full Time	FE+HE	*	50.5	64.9
	FE	67.1	56.8	72.6
	HE	*	42.2	58.8
Part Time	FE+HE	*	20.0	44.9
	FE	*	40.2	41.6
	HE	*	10.3	64.7

* No data available

A weighting was applied to the proportions of respondents that 'strongly agreed' and 'agreed' to develop a Rating score. The rating were used to identify responses that indicate Strengths and Weaknesses and areas of Improvement and Concern:

Strengths and weaknesses

	Agree %	Rating %	DT (Rating)
Learners were most satisfied with:			
Supported on course & receive help when I need it	98	92	+10
My lecturers know their subjects well	97	86	+2
Staff treat me with respect	98	85	+2
Learners were least satisfied with the following:			
Know can get help with course queries from CAT	80	60	+2
Students' Association influences change for better	80	58	-2
Lecturers use different ways to help me learn	78	58	+2

Improvements and Concerns

Compared to responses given in the Exit Survey for 2015-16, it was identified that the following three areas demonstrated the greatest positive differences:

	Agree %	Rating %	DT (Rating)
Learners felt most improvement was made in the following areas			
Supported on course & receive help when I need it	98	92	+10
The course was what I expected	89	70	+5
All students at College treated equally & fairly	91	75	+4
Learner satisfaction had dropped in the following areas			
I know who ask for any personal problems	89	92	-3
Easy for me use own computer in the College	89	70	-3
I feel prepared to take my next step	90	75	-4

The data presented in Appendix 2 show the trend in the % agree responses for full-time FE and full-time HE students over the previous 3 academic years. An improving performance is indicated by ↑, a worsening performance by ↓, and no change by ↔. Where a trend is not identified due to data not being available for the full three years, this indicated by n/a. The range of % agree response rates for 2016-17 was 78 - 91%.

Appendix 1 – Data from Student Satisfaction/Exit Survey 2016-17

		Return Count	% Agree	DT (Agree %)
1	Overall, I am satisfied with my College experience	1958	95	2
2	Staff regularly discuss my progress with me	1965	87	-1
3	Staff enc students to take responsibility for learning	1964	97	0
4	I am able to influence learning on my course	1939	90	1
5	Receive useful f/back which informs future learning	1956	90	0
6	The way I am taught helps me learn	1954	90	0
7	Time helped develop knowledge/skills for workplace	1911	93	1
8	Believe student suggestions taken seriously	1923	86	2
9	All students at College treated fairly and equally	1938	91	5
10	Students' Association influences change for better	1543	80	-1
Teaching and Learning				
11	My classes usually start on time	1962	93	1
12	The teaching on my course is effective	1962	93	0
13	My lecturers know their subjects well	1967	97	1
14	Lecturers use different ways to help me learn	1894	78	3
15	Staff treat me with respect	1961	98	2
16	Lecturers constantly encourage me do my best	1959	96	0
17	Expectation I will succeed in my subjects	1948	97	2
18	Teaching and learning resources support learning	1931	95	1
19	Reviews and meetings are helpful	1776	90	0
Tests/Assessments				
20	Deadlines for handing in work clearly stated	1833	93	0
21	Assessment tasks are made clear to me	1862	91	1
22	Assessments are spread across the course	1860	90	4
23	Receive f/back on assessments in agreed timescale	1837	88	-1
24	Feedback tells me what am doing well/improve	1886	93	0
25	I know what to do if I disagree with my marks	1800	82	-2
26	Exams and assessments are well organised	1839	87	-2
	Organisation of My Course			
27	Communication throughout course effective	1962	91	1
28	The course is well organised	1954	87	3
29	Understand how units link together	1732	91	-1
30	Staff involve me in scheduling of assessments	1756	82	-2
31	When lecturer away, alt arrangements made	1868	82	1
32	Know can get help with course queries from CAT	1523	80	3
33	Any help received from CAT has been useful	1129	84	1
Accommodation and Equipment				
34	Rooms used for my course are tidy and clean	1918	92	1
35	The rooms I use are suitable for my course	1912	93	2
36	Equipment provided by College for course is suitable	1931	92	1
37	I have access to a computer when I need one	1899	92	2
38	Easy for me to use own computer in the College	1578	89	-2
Wellbeing/Pastoral Support				
39	I know who to ask for any personal problems	1851	89	-2
40	Students from diff backgrounds work well together	1911	95	1
41	College make sure all students given opportunities	1911	97	0
42	I feel safe at the College	1921	98	0

43	Supported on crse & rec help when I need it	208	98	2
44	Know that I can get help from Student Services	1852	95	2
45	Feel Student Services helped with problems	1255	89	3
Quality Assurance				
46	The course was what I expected	1948	89	4
47	I am achieving what I set out to do this year	1949	92	1
48	I would recommend the College to a friend	1946	94	2
49	I am encouraged to express my opinion	1945	93	2
50	My views are taken seriously	1922	91	2
51	I enjoy coming to College	1921	93	2
My Next Step				
52	I am aware what I can do after my course ends	1927	91	-1
53	I feel prepared to take my next step	1917	90	-1

Appendix 2 – % agree responses for full-time FE and full-time HE students over the AYs 2014-15 to 2016-17

		2014-15	2015-16	2016-17	Trend
College Student Satisfaction and Engagement					
1	Overall, I am satisfied with my College experience	94	93	95	↔
2	Staff regularly discuss my progress with me	80	88	87	↑
3	Staff enc students to take responsibility for learning	98	97	97	↔
4	I am able to influence learning on my course	*	89	90	n/a
5	Receive useful f/back which informs future learning	94	90	90	↓
6	The way I am taught helps me learn	91	90	90	↔
7	Time helped develop knowledge/skills for workplace	94	92	93	↔
8	Believe student suggestions taken seriously	84	84	86	↑
9	All students at College treated fairly and equally	90	86	91	↔
10	Students' Association influences change for better	83	81	80	↓
Teaching and Learning					
11	My classes usually start on time	93	92	93	↔
12	The teaching on my course is effective	96	93	93	↓
13	My lecturers know their subjects well	98	96	97	↔
14	Lecturers use different ways to help me learn	*	75	78	n/a
15	Staff treat me with respect	97	96	98	↔
16	Lecturers constantly encourage me do my best	95	96	96	↔
17	Expectation I will succeed in my subjects	96	95	97	↔
18	Teaching and learning resources support learning	*	94	95	n/a
19	Reviews and meetings are helpful	90	90	90	↔
Tests/Assessments					
20	Deadlines for handing in work clearly stated	92	93	93	↔
21	Assessment tasks are made clear to me	89	90	91	↑
22	Assessments are spread across the course	86	86	90	↑
23	Receive f/back on assessments in agreed timescale	88	89	88	↔
24	Feedback tells me what am doing well/improve	94	93	93	↔
25	I know what to do if I disagree with my marks	82	84	82	↔
26	Exams and assessments are well organised	88	89	87	↔
Organisation of my course					
27	Communication throughout course effective	89	90	91	↑
28	The course is well organised	84	84	87	↑
29	Understand how units link together	90	92	91	↑
30	Staff involve me in scheduling of assessments	79	84	82	↑
31	When lecturer away, alt arrangements made	78	81	82	↑
32	Know can get help with course queries from CAT	78	77	80	↔
33	Any help received from CAT has been useful	83	83	84	↔
Accommodation and Equipment					
34	Rooms used for my course are tidy and clean	90	91	92	↑
35	The rooms I use are suitable for my course	90	91	93	↑
36	Equipment provided by College for course is suitable	89	91	92	↑
37	I have access to a computer when I need one	83	90	92	↑
38	Easy for me to use own computer in the College	88	91	89	↑
Wellbeing/Pastoral Support					
39	I know who to ask for any personal problems	90	91	89	↓
40	Students from diff backgrounds work well together	94	94	95	↔
41	College make sure all students given opportunities	*	97	97	n/a
42	I feel safe at the College	97	98	98	↔
43	Supported on crse & rec help when I need it	*	96	98	n/a
44	Know that I can get help from Student Services	94	93	95	↔
45	Feel Student Services helped with problems	88	86	89	↑

	Quality Assurance				
46	The course was what I expected	*	85	89	n/a
47	I am achieving what I set out to do this year	92	91	92	↔
48	I would recommend the College to a friend	94	92	94	↔
49	I am encouraged to express my opinion	92	91	93	↔
50	My views are taken seriously	*	89	91	n/a
51	I enjoy coming to College	92	91	93	↔
	My Next Step				
52	I am aware what I can do after my course ends	91	92	91	↔
53	I feel prepared to take my next step	92	91	90	↓
	Section Summary	92	92	95	↓

↑	↔	↓
up	steady	down

Engagement Committee

Enclosure 7

Paper for Consideration: Draft Perth and Kinross Community Planning Partnership Annual Report 2015-16

Subject: Community Planning Partnership Annual Report 2015-16
Author: Pam Wilson
Date of paper: 21 August 2017
Date of meeting: 31 August 2017

Action requested of committee:
(Tick as appropriate)   For information only:
~~For discussion:~~
~~For recommendation/approval:~~

Cost implications:
(Tick as appropriate)   Yes: No: √

Executive Summary: This paper outlines the draft Perth and Kinross Community Planning Partnership Annual Report and highlights the published contributions of Perth College UHI.

Information recorded in College minutes and papers is subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Status of Papers   Open ☑   Closed

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the public because an exemption under the Freedom of Information (Scotland) Act 2002 applies.

The College may also be asked for information contained in minutes and papers about living individuals, under the terms of the Data Protection Act 1988.

Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988?   **Yes**   ☐   **No**   ☑

Draft Perth and Kinross Community Planning Partnership Annual Report

Annual Performance Report 2016/17

Performance Summary 2016/17

Top Performance Highlights

- People participating in the range of parenting programmes and family learning opportunities increased by **30%.**
- **65** schools are using the Bounce Back programme, aimed at promoting mental health resilience through the teaching and promotion of coping skills.
- We welcomed and resettled a further two Syrian families and continue to support the other five families.
- Men in Childcare development has continued with a further **7** men completing this year's opportunity
- **64** young people have been supported into employment through the Recruitment Incentive.
- **95%** of school leavers moved onto positive and sustained destinations exceeding the national average.
- We introduced our Housing Digital Inclusion Project to support our tenants to become digitally agile and develop the skills and confidence to become digitally included
- We have completed a number of improvements to car parking provision including the refurbishment and modernisation of the Canal Street multi –story car park in Perth and the introduction of cashless parking across Perth & Kinross.
- A major step forward in the delivery of Perth's 'Cultural Quarter' with the improvements to Mill Street, Perth which will complement the re-development and expansion of Perth Theatre.
- An online marketing resource is available for all businesses, giving free access to marketing materials, images and content to assist with their own marketing campaigns.
- **97%** of older people are living at home. We supported people to remain safely at home or in a homely setting for as long as possible.
- We launched a new 'Friendship Network' helping to connect older people in their communities.
- **928** council houses received upgraded central heating systems, **769** homes were fitted with tripled glazed windows and high security doors and **161** houses were fitted with supplementary "renewable" energy measures.
- Work has commenced on one of the largest infrastructure projects in the Council's history with Phase 1 of Perth Transport Futures (A9/A85 to Bertha Park).
- The completion of a migrant workers DVD 'Flashpoint' as part of a multi-agency safety initiative to engage and support our diverse communities

Overview of our Key Performance Indicators

48 Are Improving
33 Remain Steady
14 Need Attention

Draft Perth and Kinross Community Planning Partnership Annual Report

Annual Performance Report 2016/17

Best Start in Life 2016/17 Performance Highlights

- Latest figures (2015/16) show exclusive breastfeeding rates at the 6-8 week review by health visitors are 6.2% above the national average.

- We were reaccredited as UNICEF UK Baby Friendly in early 2017, recognising our quality care for babies and mothers.

- The number of people participating in the range of parenting programmes and family learning opportunities has increased by 30% in the last year.

- We have received positive inspection reports, rating Good, Very Good or Excellent for; Early Learning and Childcare, Support Services, Residential Care and Fostering and Adoption Services.

- Over 60 schools are now using the Bounce Back programme (81%), aimed at promoting mental health resilience through the teaching and promotion of coping skills.

- We have pioneered the launch of an identification card scheme for young carers

- Through early intervention we have reduced the number of families presenting as homeless by 6% from 2015/16.

Best Start in Life

Over the last year we have continued our approach which focusses on enhancing services for children in their early years and their families, recognising the significant role of parents and carers in providing sustainable support to their children.

Supporting all mothers to breastfeed continues to be a priority and we have been successful in maintaining the number of women who continue breastfeeding up to 10 days over the past 5 years. The latest figures (2015/16) have shown exclusive breastfeeding rates at the 6-8 week review by health visitors are 6.2% above the national average.

A range of parenting programmes and family learning opportunities were delivered in Perth and Kinross, including; Infant Massage courses, SPACE (Supporting Parents and Children Early), PEEP (Peers Early Education Partnership), Learning Together, Incredible Years Parenting Programme, Strengthening Families Programme, Family Clubs and Cook-It courses, with a 30% increase in those attending over the last year. We are an active partner in the prison's Children & Family Strategy Group which offers advice and support to individuals and families in preparation from release from prison.

Through the PKAVS Young Carers' Service, a range of respite and support was provided (for over 250 young carers), including; regular group activity sessions, holiday activity

programmes, residentials, one to one support, school support, advice and advocacy leading to a significant increase in confidence of the young carer to manage their caring role.

A continued focus on early intervention and homeless prevention activity has enabled a further reduction in the number of families with children becoming homeless. The number of families presenting as homeless has reduced by 6% since 2015/16 and we have supported families facing homelessness to move directly into suitable, settled accommodation, reinforcing our commitment to improve outcomes for children and families.

We welcomed and resettled a further two Syrian families and continue to support the other five families (33 people). All of the children are in education and are making good progress and some of the adults have enrolled at college or are volunteering within the wider community. This has been the result of excellent partnership working across a range of services to help support individual needs, through a coordinated approach.

Most of our Play Assistants in local authority nurseries are now progressing in their studies to gain a qualification. The impact of the upskilled workforce is demonstrated in the enhanced provision and the meeting of children's needs. Evidence shows that 79% of pre-school children assessed were meeting all development milestones. The Men in Childcare development has continued across session 2016/17 with a further seven men completing this year's opportunity and available to uptake childcare and play development posts.

Case Study 1 – optiMUM

NHS Tayside developed optiMUM, an antenatal lifestyle intervention for pregnant women with obesity, aimed at weight maintenance and, delivered by midwives at regular antenatal visits.
The maternal and infant complications of obesity during pregnancy include increased risk of miscarriage, pre-eclampsia, gestational diabetes in mothers, still births, pre-term births and congenital abnormalities in offspring.

Almost 20% of women are obese when they conceive and the antenatal period provides an opportunity to offer help and support for lifestyle change. The intervention is based on NICE recommendations for pregnant women with a BMI >30kg/m2 and women are:
- advised of their BMI
- advised of the magnitude of maternal and foetal risk associated with obesity
- encouraged to be physically active
- provided with structured advice on dietary intake (Eatwell Guide with portion frequency and size guidance) to ensure nutrient requirements (beyond energy needs) are discussed

After birth women with a weight concern are offered access to a 12-week Weight Watchers® programme, free-of-charge and within the first year post birth.

The optiMUM programme is currently being independently evaluated by the University of Dundee with funding from the Scottish Government.

Draft Perth and Kinross Community Planning Partnership Annual Report

Annual Performance Report 2016/17

Case Study 2 – Strengthening Families Programme

This programme helps families with children in P6 and P7 reduce the likelihood of drinking alcohol in their early teenage years. The preventative approach, which had been identifies as one of the most successful interventions, reinforces the Government's key public health priorities and has supported 134 families across the area since it began.

Link to Film

Case Study 3 – Treasure Pouches
Perth and Kinross Council, working in partnership with NHS Tayside, has developed 'Treasure Pouches' to try and help improve outcomes for babies experiencing insecure attachment with their parents/care givers. The Treasure Pouch is a portable activity pack filled with objects parents and babies can play with together. The pouch helps improve child development and attachment through increased interaction between parent and baby.

Link to Film
Improvement Priorities 2017/18

- Increase the exclusive breastfeeding rates at the 6-8 week review by health visitor and increase breastfeeding peer support

- We will support a whole family approach to reducing the impact of drugs and alcohol on children.

- We will draft an Implementation Plan for the delivery of 1,140 hours of Early Learning and Childcare.

- Focus on reducing overcrowding, preventing homelessness and where homelessness does occur responding quickly to identify suitable settled accommodation through Home First.

- Further develop links between Prison Based Social Work team and the family link centre to offer advice and support to partners working with families.

- We will help to deliver the outcomes identified in the Tayside Plan for Children, Young People and Families 2017-2020

What are our customers saying?

- Comment from Young Carer – *"PKAVS have helped me in more ways than anyone can imagine. I have people to talk to and people to get support from"*.

- Comment on optiMUM – *"I feel now I've had my baby it's more important for me to lose weight, to be healthy and encourage my son to grow up healthy too".*

- Women interviewed during the UNICEF UK external assessment have shown that health visitors and family nurses were caring and considerate at all times.

Draft Perth and Kinross Community Planning Partnership Annual Report

Annual Performance Report 2016/17

- Evaluation of the Incredible Years programme identified that 96% of the 67 families contacted reported that they are still feeling the benefits of the course between 6 months to 2 years after it had finished.

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Annual Performance Report 2016/17

Educated, Responsible and Informed Citizens 2016/17 Performance Highlights

- Primary school pupils in P1, P4 and P7 continue to make very good progress with their learning in Reading, Writing, Listening & Talking and Mathematics

- At secondary school level, S3 pupils show improvement in all curricular areas.

- Attainment of S6 pupils remains high and the numbers of pupils achieving subjects at level 6 exceeds our comparators and are the second best ever results.

- During 2015/16, 95% of school leavers moved onto positive and sustained destinations exceeding the national average.

- Through the Recruitment Incentive 64 young people have been supported into employment.

- Our tenants are developing the skills and confidence to become digitally included with support through our Housing Digital Inclusion Project.

- Thirteen new additional courses have been developed and will be delivered in the upcoming academic year at Perth College UHI, including a new Postgraduate Diploma in Education for Primary Teachers.

Educated, Responsible and Informed Citizens

As we continue to enhance the strong foundations of our pre-school and nursery provision, attainment at Perth and Kinross schools continues to build on already high levels of performance. Pupils in P1, P4 and P7 are making very good progress with their learning in Reading, Writing, Listening & Talking and Mathematics.

At secondary school level S3 pupils show improvement over the last 3 years in all areas and the number of pupils achieving subjects at level 5 and 6 continue to increase. The Senior Phase (S4-S6), show improving levels of literacy and numeracy across most measures and generally steady or improving attainment across all levels of ability. School leavers, from our schools with the highest negative destination rates, moving onto further and higher education has increased by 5%.

Almost all (96%) parents reported that their child felt safe at school; almost all (97%) stated that their child enjoyed learning at school; and almost all (96%) were happy overall with the schools inspected. Results for pupils broadly mirrored the parent questionnaires with almost all (94%) stating they felt safe and cared for in school; and almost all (93%) stating they enjoyed learning at school. (Education Scotland Inspections of Schools in 2016/17)

Our commitment to corporate parenting and ensuring the best outcomes for children and young people is resulting in greater numbers of young people choosing to remain in foster care and full-time education beyond the age of 16 years and strong performance in maintaining contact with young people after they leave care.

Draft Perth and Kinross Community Planning Partnership Annual Report

Young people continue to participate in Wider Achievement Awards such as Duke of Edinburgh Award, Youth Philanthropy Initiative, Saltire Awards, Youth Achievement Awards and SQA Personal Development Awards. 54% of all S4, S5 and S6 leavers who leave school without achieving a level 6 (Higher grade) award are now leaving with at least one vocational qualification, a 47% increase from 2015.

Providing support and opportunities for young people with additional support needs continues to be a key focus. Perth Young Start Space and Time group has enabled young people to connect and engage in their local community, providing the support and confidence to speak out about issues affecting their lives. Ten young people have taken part in work experience opportunities through the Autism Work Experience project which has improved the transition from school into employment and enabled the young people to be an active and valued part of society.

Perth College UHI is reported as being one of the top performing colleges in Scotland in 2015-16 with 72.7% of students in full time further education achieving a recognised qualification. This is 7.2% above the sector level and an increase of 1.2% from the previous year. 13 new additional courses have been developed to be delivered in the upcoming academic year. These courses are a mix of higher and further education courses and cover a broad range of areas relevant to the economic sector, including a new Postgraduate Diploma in Education for Primary Teaching.

We introduced our Housing Digital Inclusion Project to support our tenants to become digitally agile and develop the skills and confidence to become digitally included. We have offered training courses that enable tenants and residents to develop the knowledge, skills and confidence they need to have to have an impact on the way their landlord operates. Over the past 12 months, 52 people have participated in the range of courses.

Case Study 1 – Enabling effective language learning in Perth and Kinross Primary Schools

We are committed to expanding and enhancing language learning and as a result an additional language is being introduced to children from Primary 1, with a second being offered from Primary 5. Across Perth and Kinross, the first additional language offered at Primary Level is French.

Perth College, in partnership with Perth & Kinross Council, developed a five-week programme for primary teachers. The programme was aimed at beginners and delivered across the region by native French speakers and language graduates. The aim of the course was to develop French language skills and confidence to support teachers in embedding language into normal routines in the classroom, such as: greetings, conducting registers, classroom activities, weather, dates, and descriptions.

Over 80 primary teachers have completed the beginners' programme, the majority of whom indicated that they now feel more confident and are now using the skills learned during the programme in their classrooms. This benefits children and young people, enabling specific learning and development of literacy and language skills.

Several attendees requested follow-on training and as a result an improvers' course has now been developed. Approximately 20% of teachers that carried out the beginners

course have since gone on to complete the improvers' programme, further consolidating vocabulary and increasing their confidence and fluency.

Case Study 2 – Auchterarder Community Partnership

The Community School of Auchterarder and the Aucherarder Community Partnership worked together to provide pupils with the opportunity of working within a real-life business context whilst remaining in school. This initiative has strengthened community links between the school and local businesses, increased pupil's confidence while supporting the governments Developing the Young Workforce agenda.
Link to Film

Case Study 3 – Zero Waste Highland Perthshire

The aim of this community outreach project is to empower the local community to reduce, reuse and recycle more of their waste. Results for Year 1 of the programme show a 25% reduction in general waste and 17% increase in recycling, providing a lasting legacy of sustainable environmental and social change for Highland Perthshire.

Link to Film

Case Study 4 - Continuous Professional Development for Teachers and Lecturers - Food and Drink Manufacturing in Scotland

Evidence suggests Scotland is currently experiencing skills shortages in a number of areas critical to the food and drink sector. To help address this, Perth College UHI, Perth and Kinross Council, the Food and Drink Federation Scotland, College Development Network, and Zero Waste Scotland came together with the aim of educating teachers and young people on the food and drink sector, highlighting it as a varied and aspirational career choice.

Perth College UHI developed a continuing professional development course comprising a package of modules that allowed participants to explore the career opportunities in the food and drink sector while learning more about subject areas relevant to industry, such as: engineering, science, business, the environment, food law, nutrition & health. After the completion of the modules, teachers returned to the classroom where they then ran competitive interdisciplinary STEM projects with S2 pupils, a shortlist of which were presented to a panel of industry judges in a 'Dragon's Den' style showcase.

Three winning teams were given £300 to start up a STEM club in their schools. In one of the schools, the development this club is being led by the pupils, allowing them to foster leadership skills. One school indicated that the programme changed their attitude to food waste and they are taking forward an initiative around this.

As a result of the success of this programme, Zero Waste Scotland are now working with Perth College UHI to establish a Teachers' Champion network to facilitate the integration of Circular Economy Principles into mainstream curriculum in STEM subjects.

Improvement Priorities 2017/18

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- Raise awareness of homelessness and drug and alcohol issues providing support and assistance to secondary school children.

- Prepare our tenants for their tenancy by introducing the "Passport for Housing" a pre-tenancy training package.

- We will implement the Raising Attainment Strategy 2016-2019, including providing support to schools to most effectively invest their Pupil Equity Funding allocation.

- We will work to meet the requirements of the Education (Scotland) Act 2016, the Standards in Scotland's Schools Act 2000, the Scottish Government's Education Governance Review and the Children and Young People (Scotland) Act 2014.

- Deliver national qualifications and continue to develop school/college partnership programmes to enhance joint student journey planning and positive outcomes.

What are our customers saying –

- This year over 4,800 primary and secondary pupils took part in the annual How Good is Our School at Helping Me to Stay Safe Survey in 2016. The results clearly show children and young people have a good awareness and understanding about keeping themselves safe; a good knowledge of where and when to seek help and a confidence that they would get the help when they needed it.

- Feedback for the Student Exit Survey shows us that 95% of learners at Perth College UHI were satisfied with their college experience.

- Comment from Space and Time Peer Advocacy Group – *"I like being part of a group".*

- Comment from Pupil – *"I am proud of my school"*

Draft Perth and Kinross Community Planning Partnership Annual Report

Annual Performance Report 2016/17

Prosperous, Sustainable and Inclusive Economy 2016/17 Performance Highlights

- Events held in Perth City Centre in November and December 2016 generated a total net economic benefit of more than £1.62m alone according to an external evaluation of the success of Perth Winter Festival.

- The Christmas Lights Switch On saw 75,000 people in the city centre, an increase of 14% on 2015.

- A major step forward in the delivery of Perth's 'Cultural Quarter' with the improvements to Mill Street, Perth which will complement the re-development and expansion of Perth Theatre.

- Car parking provision has improved including the refurbishment and modernisation of the Canal Street multi –story car park in Perth and the introduction of cashless parking across Perth & Kinross.

- We are currently using 5 social media channels to promote Perth City and the surrounding areas

- An online marketing resource is available for all businesses, giving free access to marketing materials, images and content to assist with their own marketing campaigns

Prosperous, Sustainable and Inclusive Economy

Work is underway to expand on the economic and physical regeneration through investment in Perth City and our main towns. We continue to engage in an increasingly expansive range of partnership working, including economic development Partnerships, Perth City Development Board and Tay Region City Deal, with a focus on economic growth, tackling inequalities and increasing employment to meet current and future demand.

Perth's bid to become UK City of Culture 2021 has secured a great return on investment by entering the process. Although we were not shortlisted we made a pioneering bid in making the case for small cities and rural areas, in a field dominated by large urban places. We have raised the profile of Perth and Kinross, demonstrated its potential, making it a destination of choice.

This year saw a major step forward in the delivery of Perth's 'Cultural Quarter'. These improvements have been designed to complement the re-development and expansion of Perth Theatre and create the 'Cultural Quarter' in the part of the city centre connecting the Theatre and Concert Hall.

Events held in Perth City Centre in November and December 2016 including; markets, shows, family fun and cultural events, generated a total net economic benefit of more than £1.62m alone according to an external evaluation of the success of Perth Winter Festival.

Overall participation levels in sport and culture remain high (an increase of 17% over the last 4 years), with growth being seen in the use of Community Sports Hubs and Active

Schools, and visitor numbers to museums increasing. A transformation of the North Inch Golf Course has taken place and with improved conditions, the golf course has been able to attract more usage from both the local and visitor market, making a positive enhancement to the town's leisure and tourism market.

Towns in Perth and Kinross are some of the most entrepreneurial in Scotland, according to new data issued by the Federation of Small Businesses. The top Perth and Kinross areas were Comrie, Pitlochry and Dunkeld & Birnam, with self-employment rates of 14.2%, 13.4% and 12.9% respectively. The Scottish average was 10.8%.

We have supported 73.5% of its learners from the 20% most deprived areas in Perth and Kinross to successfully complete a recognised qualification through Perth College UHI, this is 8.1% above the sector average.

The percentage of working age population unemployed, based on the Job Seekers Allowance claimant count (1.1%) continues to be consistently within the top 5 lowest claimant count rate areas in Scotland.

Case Study 1 – North Inch Golf Course

A transformation of the North Inch Golf Course has taken place and with improved conditions, the golf course has been able to attract more usage from both the local and visitor market, making a positive enhancement to the town's leisure and tourism market. Increased revenues have helped reduce the subsidy required from the Council, with the longer term objective to achieve full cost recovery.

Link to Film

Case Study 2 – Perth City Plan

Perth City Development Board, which was created to support the growth of the city and surrounding region have developed an ambitious vision for Perth to be one of Europe's great small cities. With the public and private sector working together in partnership using the Perth City Plan creating a collaborative framework for development of the city and its economy.

Link to Film

Draft Perth and Kinross Community Planning Partnership Annual Report

Annual Performance Report 2016/17

Case Study 3 - The Perth Card

With 58 participating businesses in Perth, the Perth Card is the first of its kind in Scotland, enabling independent businesses to compete with national chain stores while boosting the local economy. The prepaid gift card provides a new and simple way to buy a gift for friends and family.

Link to Film

Improvement Priorities 2017/18

- Progress with Perth City Plan to support economic growth in partnership with the City Development Board.

- Progress the "City Region Deal" with our partners in Dundee, Angus and Fife.

- Work with Developing the Young Workforce (DYW) Groups to develop opportunities that meet local needs.

- Support homeowners to improve the energy efficiency of their homes.

- Continue to address gender balance issues through actions in the Gender Action Plan

- Increase our social media presence.

- We will use the Fairness Commission outcomes to reduce inequalities in our area and improve rural access to the curriculum

What are our customers saying?

- Increased use of social media to keep stakeholders up to date on the implications of the major infrastructure developments in the area has been met with great support.

Draft Perth and Kinross Community Planning Partnership Annual Report

Annual Performance Report 2016/17

Independent, Healthy and Active Lives 2016/17 Performance Highlights

- We have supported people to remain safely at home or in a homely setting for as long as possible with 97% of older people currently living at home.

- The Reablement Service have supported 881 people over the last year with 42% requiring no further ongoing support.

- We launched a new 'Friendship Network' helping to connect older people in their communities. The network aims to keep older people active and reduce social isolation.

- The number of bed days lost to delayed discharge (excluding complex cases) has reduced by 9% (2015/16)

- We introduced Participatory Budgeting for carers, bringing their expertise into the development of services for carers. Called 'Carers Voice, Carers Choice', carers made decisions on how £20k would be allocated across Perth and Kinross.

Independent, Healthy and Active Lives

Over the last year we have focussed on early intervention and prevention, promoting healthier lifestyles and tackling health inequalities through a range of activities. It is anticipated a greater impact will be made in tackling these challenges through the opportunities that present themselves through integrated health and social care provision.

We support and promote behavioural change programmes and tailored advice to help motivated people to be more physically active, for example by walking or cycling instead of driving or taking the bus. Cycle to Work schemes, workplace challenges, walking meetings, are all contributing to enabling people to choose to live independent, healthy and active lives.

Health and wellbeing is a priority and latest figures have shown we have made significant progress. In one year, 1.5 million people took part in sport or physical activity in Perth and Kinross. 99% of primary schools now deliver 2 hours a week of quality Physical Education. Over 240 individuals have engaged with regular weekly programmes of the Active Communities project (60% increase on previous year) and 755 individuals engaged in activity referral and life community walks.

We continue to focus on those who are isolated, in disadvantaged community groups, those experiencing poverty/ low income, and those who are inactive. One initiative is Arts and Minds which aims to reach out and offer positive experiences to the most excluded people within our communities. The range of arts and craft projects tackle inequalities and remove barriers to participation. Participants start to build relationships and trust in services, addressing social isolation and exclusion.

We continue to support the wellbeing of our wider community and held the Wellbeing Fair in 2016. Building on the success of previous years', the project has grown and developed

to become a unique flagship series of partnership events to promote mental wellbeing, self-management and sustainability, and to help tackle stigma.

We have supported Suicide Prevention Week, a community event working in partnership to raise awareness of their services and other initiatives which can contribute towards preventing suicides. One of the key suicide prevention projects in Perth and Kinross has been the 'Bereaved by Suicide' initiative. This is the first project of its kind in Scotland and the processes have been shared with 6 other local authorities.

Technology has allowed a significant change in the way we offer our services, examples of this include home-health monitoring where patients are supported to self-manage their condition, we introduced the mobile app 'Brain in Hand' which supports individuals with autism to increase their independence and reduce anxiety levels. We held a number of events to raise awareness of Self Directed Support and how it can help people to live independent and happy lives, and achieve their own agreed outcomes.   As a result we have seen an increase in people choosing to have more control in how their care and support is delivered.

We received the first ever Alcohol and Drug Partnership Validated Self Evaluation of the Quality Principles. This was carried out by the Care Inspectorate and Healthcare Improvement Scotland.   Feedback from the assessment identified a number of particular strengths which were making a positive difference for individuals and families as well as areas for improvement.

Further inspections have been carried by the Care Inspectorate including Care at Home, Parkdale Care Home, Adults with Learning Disabilities Housing Support Service, Dalweem Care Home, Kinnoull Day Opportunities and Lewis Place. 23% received Excellent, 77% (10) received Very Good/ Good grade; all of which represent increasingly better levels of performance.

Case Study 1 – Letham Community Hub

Created by local people passionate about improving the health and wellbeing of their community, this project has created a community-managed wellbeing hub for the people of Letham. This involved refurbishing and regenerating a local building, which was on the brink of closure, bringing together a range of local community planning partners and community organisations, securing the future of valuable community assets in sustainable ways.

Link to Film

Case Study 2 – Arts and Minds

Perth and Kinross Arts and Minds aim to reach out and offer positive experiences to the most excluded people within our communities. The range of arts and craft projects tackle inequalities and remove barriers to participation. Participants start to build crucial relationships and trust in services, addressing social isolation and exclusion.

Link to Film

Draft Perth and Kinross Community Planning Partnership Annual Report

Annual Performance Report 2016/17

Case Study 3 – Shocking AGAIN!

3,500 people in Scotland suffer from cardiac arrest every year. Survival chances can be raised from 5% to 75% with the use of a defibrillator. In response to this 14 defibrillators, 10 of which are publicly available, are now available across Perth and Kinross with 83 colleagues trained in their use. An interactive map has been developed to show the location and availability for the potentially life-saving machines.

Link to Film

Improvement Priorities 2017/18

- We will undertake the Communities First Review

- Maximise the opportunities offered by Technology Enabled Care.

- We will promote the Money Worries and Suicide Help mobile apps

- Further develop our approach in how we deliver physical activity.

- Increase access to Respitality breaks for our full time, unpaid adult carers.

- Establish a Peer Support Hub to support others struggling with poor mental health I the community

- We will develop actions to take forward the recommendations outlined in the Fairness Commission, Fairer Futures document.

What our customers are saying –

- Our annual satisfaction survey told us we have received excellent feedback, with 87% of those responding agreeing they experienced a high quality service from Adult Social Work and Community Care staff. 89% of them agreed they were treated with dignity and respect and 80% say they were supported to live as independently as possible.

- Comment from a carer – *"Thank you for making it possible for my husband to remain at home during the last 10 year".*

- Feedback from Independent Advocacy service user - *"I feel empowered with your support".*

- Feedback from Care Inspections – "*The service and care given to my relative was just great. Could not be better, very satisfied and went beyond their remit. They made my relative feel good and helped me by their knowledge and professionalism. I thank all of your team."* (Care at Home).

Annual Performance Report 2016/17

- Live Active Leisure service user – "*I never thought I'd manage, now I love coming".*

Draft Perth and Kinross Community Planning Partnership Annual Report

Annual Performance Report 2016/17

Safe and Sustainable Place for Future Generations 2016/17 Performance Highlights

- Over 920 council houses received upgraded central heating systems, 769 homes were fitted with tripled glazed windows and high security doors and 161 houses were fitted with supplementary "renewable" energy measures.

- Work has commenced on one of the largest infrastructure projects in the Council's history with Phase 1 of Perth Transport Futures (A9/A85 to Bertha Park).

- The completion of a migrant workers DVD 'Flashpoint' as part of a multi-agency safety initiative to engage and support our diverse communities

- The anti-social noise complaints have reduced by 22% from the previous year.

- The Norie-Miller Light Night Walks were successfully delivered with over 50,000 people visiting the free light show over 18 nights.

- The Private Sector Team won Howdens Scottish Empty Homes Champion of the Year Award - Best Outstanding Service. This award highlighted the exemplary levels of partnership working to achieve a range of positive outcomes for owners with empty properties, for people seeking housing within the private sector and the community as a whole.

Safe and Sustainable Place for Future Generations

We continue to focus on increasing the supply of social housing to meet the needs of our communities and met our target of 500 new builds over the next 5 years. A total of 27 former Council houses have been bought back and added to the Council's housing stock over the past year and 18 new Council houses have been completed and let to tenants. The number of houses and affordable houses built continues to increase year on year supporting the local demand.

Over the last year we have continued to address fuel poverty within Perth and Kinross, the external wall insulation programme included works to 272 houses. More than 1,800 homes (718 Council and 1,091 privately owned) have benefitted from this programme since it started in July 2013. The improved insulation has helped reduce fuel poverty by 16% since 2014/15.

Tenants have been empowered within their communities to identify and prioritise environmental improvements that will benefit the wider community. Over 50 projects were identified and successfully delivered across Perth and Kinross including; additional parking areas, clearing pathways to improve access and installation of security lighting.

The recycling rate remains steady however the initiative to increase the range of recyclables accepted through the Council's refuse collection service, thereby facilitating the move to smaller residual waste bins, is well underway. It is anticipated we will continue to make progress and savings of £220k per annum are projected in 2018/19 from reducing the amount of waste sent to landfill.

Draft Perth and Kinross Community Planning Partnership Annual Report

Annual Performance Report 2016/17

Antisocial behaviour complaints received by the Council have reduced significantly over the last year and the reported crime levels have also shown a steady decrease. Crime detection rates have shown an increase; hate crime 94%, sexual offenses 86% and domestic abuse 88%.

Adult protection has shown improvement, 95% of adult protection cases are screened within 24 hours of notification and 100% of individuals have been determined as safer as a result of our adult protection intervention.

The number of fire related injuries and fire related injuries (alcohol related) within Perth and Kinross remains steady with a slight decline. The number of home safety visits from Scottish Fire and Rescue shows a reduction, this is mainly due to the move to home safety visits targeting the most vulnerable in our communities. The visits support our proactive approach to reducing unintentional harm in the home. This successful initiative is reflected in the number of hospital admissions of over 65's as a result of unintentional injury in the home which shows a decrease.

Case Study 1 – Pitlochry PUGS

Community Greenspace in partnership with the local community in Pitlochry worked together to improve and promote public spaces at Pitlochry Recreation Ground and Terraces. The project demonstrated partnership working at its best – informed by the community's needs and aspirations.

Link to Film

Case Study 2 – Aberfeldy Town Hall

When Aberfeldy Town Hall faced closure in 2010, a small steering group worked to identify sustainable options for the community to retain the hall as an accessible and affordable community resource. Three years later the Town Hall is now a thriving, well-used community-owned building and was the first successful full asset transfer in Perth and Kinross.

Link to Film

Case Study 3 – Tulloch Community Participatory Research and Participatory Budgeting

This co-produced community project started as participatory research, where Tulloch community came together to better understand its own strengths and needs. This then developed into participatory budgeting where the same community identifies ways to better use available public funds to address those needs, resulting in increased community engagement and empowerment.

Link to Film

Annual Performance Report 2016/17

Case Study 4 – Flashpoint

The completion of a migrant workers DVD 'Flashpoint' as part of a multi-agency safety initiative to engage and support our diverse communities

Locally in Perth & Kinross the Scottish Fire and Rescue Service lead a safety initiative which offers the migrant workers community, reassurance and support, as well as providing farm owners with information, after an unfortunate fire fatality at Mains of Errol Farm. This was achieved by delivering Home Safety Visits to all 190 workers at Mains of Errol fruit farm and by Legislative Fire Officers providing farm owners and managers with relevant guidance.

SFRS were keen to develop a better understanding of the use of seasonal migrant workers in Perth & Kinross and Scotland to ensure that migrant workers were educated on a number of community safety matters. During this initiative SFRS challenged inequalities that arose and broke down any uncertainties. Other services were referred to during these visits, to further support migrant workers as and when required.

Taking into account the migrant worker population size across Scotland and within that, the number of languages and cultures, it was agreed that a general DVD would be best placed to share such safety messages.

This DVD was to including fire, road and general personal safety messages as well as an, antisocial behaviour message.

A long term goal was to then produce the campsite safety film / DVD "Flashpoint" that would be used during induction sessions that all workers have to attend.

As well as producing a campsite safety film, SFRS continue to offer migrant workers HSV within their individual caravans. Working in partnership with Perth and Kinross Association of Voluntary Service (PKAVS) it was agreed that these visits would be deliver jointly with a representative from PKAVS Ethnic Minorities Hub.

Additionally weekly caravan inspections which includes smoke detection checks have now been adopted by farm managers. The use of new signage also supports safety massages inside caravans.

This initiative meets local and national priorities supporting the needs of all communities. This initiative has taken a year to complete and has involved a number of partners who are listed below. Moving forward there will be a launch of the DVD on Friday 21st July involving all partners involved. This DVD will be made available to all farming communities who home migrant workers.

Case Study 5 – Joint Hoarding Protocols

We have developed and introduced a joint hoarding protocol to support the partnership home safety strategy to reduce unintentional harm in the home.

Draft Perth and Kinross Community Planning Partnership Annual Report

Annual Performance Report 2016/17

Mental health is a board topic and it is recognised that 1 in 4 people in Scotland will experience a mental health problem each year. Hoarding is associated with mental health problems and can include depression, schizophrenia and obsessive compulsive disorder.

This concern resulted in a proactive approach being taken and a hoarding working group was set up by Perth & Kinross Council in partnership with the Scottish Fire and Rescue Service (SFRS). The intention of this group was to produce a policy and protocol to support cases of hoarding.

This protocol commits the partners to work together to minimise and tackle the problem of hoarding in council tenancies using an outcome focused, solution based model. The protocol provides a framework for staff working with hoarders and includes SFRS due to the linked fire related risks that are associated with hoarding.

Hoarding is a fire hazard which restricts means of escape within a home. In the event of a fire, a compromised escape route can lead to serious injury or even death. A fire death is tragic and can have a devastating impact on neighbours and the wider community. Additionally, in a fire situation, hoarding can intensify a fire making firefighting conditions extremely challenging.

Compulsive hoarding is highly complex and requires a collaborative and integrated approach. We have worked together to ensure that there is meaningful, co-ordinated, multi-agency working with people who hoard, in order to facilitate positive and effective relationships with individuals and keeping them involved and engaged throughout the process.

Improvement Priorities 2017/18

- We will deliver efficient, faster access to locally based repairs.

- We will focus on care and repair services, aids and adaptations, and inbuilt home design features.

- We will continue to involve and empower tenants through the Estate Based Initiatives.

- Protect and enhance the natural and built environment through planning frameworks that support sustainable development and design.

- We will work with communities to identify local issues and work together towards local solutions.

- Protect individuals who may be vulnerable to exploitation due to economic circumstances and scamming.

- Continue to drive forward Prevention agenda

- We will deliver the Community Justice Partnership Improvement Plan.

Draft Perth and Kinross Community Planning Partnership Annual Report

Annual Performance Report 2016/17

What our customers are saying –

- Tenant Satisfaction Survey has shown the overall satisfaction with housing services has increased to 85.2% from 84.5 % in 2013.

- Comment from a tenant – "I am very lucky to live in a quiet and peaceful neighbourhood which is well run."

- Comment from The Convener of the Housing and Communities Committee – "The Tulloch Underpass project has been a fantastic project which goes to show what great Community Working can achieve".

Engagement Committee   Enclosure 8

Paper for Consideration: Perth and Kinross Community Plan Consultation 2017

Subject: Perth and Kinross Community Plan Consultation 2017
Author: Pam Wilson
Date of paper: 21 August 2017
Date of meeting: 31 August 2017

Action requested of committee:
(Tick as appropriate)   For information only:
                          ~~For discussion:~~
                          ~~For recommendation/approval:~~

Cost implications:
(Tick as appropriate)   Yes: No: √

Executive Summary: This paper outlines the draft PK Community Plan Consultation and
the college's summary response.

Information recorded in College minutes and papers is subject to release under the
Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial
information relating to procurement items still under tender, legal advice from College
lawyers, items related to national security.

Status of Papers   Open ☑   Closed

An **open** item is one over which there would be no issues for the College in releasing the
information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the
public because an exemption under the Freedom of Information (Scotland) Act 2002
applies.

The College may also be asked for information contained in minutes and papers about
living individuals, under the terms of the Data Protection Act 1988.

Do the papers contain items which may be contentious under the terms of the Data
Protection Act 1988?   **Yes**   ☐   **No**   ☑

Perth and Kinross Community Plan Consultation 2017

This Community Plan (Local Outcomes Improvement Plan) sets out how we will work towards achieving this vision. Investment in early intervention and prevention will help us tackle deep-rooted inequalities that exist in our society, and help make Perth and Kinross a better place for all.

We have set out five strategic objectives which summarise Community Planning Partners' ambitions for Perth and Kinross:

- Giving every child the best start in life
- Developing educated, responsible and informed citizens
- Promoting a prosperous, inclusive and sustainable economy
- Supporting people to lead independent, healthy and active lives
- Creating a safe and sustainable place for future generations

We have already made significant progress in delivering these objectives since they were set out in our previous Community Plan 2013-23.

We now need to build on this progress to ensure that the most vulnerable individuals and disadvantaged communities are able to benefit from better outcomes in all areas of life; from health, to education, to the environment. The work of the Perth and Kinross Fairness Commission, and its Fairer Futures Report will inform our actions in tackling inequalities.

Full draft Plan can be accessed at   http://pk-storyboard.org.uk/cp/

Perth College UHI Summary Response

The college has contributed to the discussions at a number of planning meetings, Outcome Delivery Group Committees, the online consultation survey and also the CPP Executive Officer Group meetings. The key points raised included:

- Giving every child the best start in life – to develop more aspiration focus beyond measure of capability
- Developing educated, responsible and informed citizens – to further develop the DYW aspects more strongly, and further focus on developing pathways and career management skills from primary.
- Promoting a prosperous, inclusive and sustainable economy – to consider further reference to the College Vision 2021 and building on knowledge exchange and tertiary presence.
- Supporting people to lead independent, healthy and active lives – more focus on role for sport and wellbeing from LAL, broader approaches to applied health and wellbeing, and recognition of the role of relevant stakeholders and providers.
- Creating a safe and sustainable place for future generations – to consider the use of outdoor spaces and their development in the scope of wellbeing and tourism.

Engagement Committee

Paper for Consideration

Subject: Board Development day – 23 September 2017
Author: Board Secretary
Date of paper: 22 August 2017
Date of meeting: 31 August 2017

Action requested of committee:

(Tick as appropriate)　　For information only: ✓
　　　　　　　　　　　　　For discussion:
　　　　　　　　　　　　　For recommendation/approval:

Cost implications:
(Tick as appropriate)　　Yes:　　　No: ✓

Executive Summary:

The Board Development Day is scheduled for 23 September 2017. The agenda for the day is attached for information.

Information recorded in College minutes and papers is subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Status of Papers　　Open ☑　　　　　Closed

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the public because an exemption under the Freedom of Information (Scotland) Act 2002 applies.

The College may also be asked for information contained in minutes and papers about living individuals, under the terms of the Data Protection Act 1988.

Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988?　　**Yes** ☐　　　　**No** ☑

University of the Highlands and Islands
Perth College

Board of Management Development Day

Saturday 23 September 2017

Academy of Sport and Wellbeing, Perth College UHI

Agenda

9.15 am	Arrival and Coffee	
9.30 – 9.45	Welcome	Grant Myles, Chair
9.45-10.45	Conclusions and actions arising from the Board Effectiveness Review	Jackie Mackenzie
10:45 – 11.15	Coffee/Tea	
11.15-12.00	Board visibility and engagement	
12.00 – 12.30	Update on revised UHI structures	Grant Myles
12.30-13.15	Lunch	
13.15 – 13.40	Balanced Scorecard Update	Pam Wilson
13.40 – 14.00	Ensuring a fit-for-purpose campus – Estate Strategy	Jackie Mackenzie
14.00-15.00	Review of Board Committee Structure and Terms of Reference of Committees	Grant Myles
15.00-15.30	Round up/forward actions	

Equality Diversity and Inclusion Team (EDIT)

Note of meeting held on Thursday 22 June 2017
09.30am, Room 033, Brahan

Present: Susan Bald, Vice Principal, Human Resources & Communications (Chair)
Helen Duncan, Equality & Diversity Adviser
Charlie Collie, Subject Leader, SVS
Gilbert Valentine, Head of Estates
Jane Edwards, Student Engagement Officer & Unison representative
Les Hutchison, Estates Officer
Les Roberts, Health & Safety Officer
Pam Wilson, Vice Principal, Academic
Richard Ogston, Head of Student Services
Roy Anderson, Head of Academic Practice

Apologies: Allie Scott, Student Support Counselling Team Leader
Catherine Etri, Sector Development Director
David Snowden, Exams Manager, AST
Gerald McLaughlin, Additional Support Team Leader
Kirsty Campbell, Curriculum Admin Team
Rhona Munro, Head of Learning Resources
Sara O'Hagan, EIS-FELA

Note Taker: Carolyn Sweeney-Wilson

Summary of Action Items

Ref	Action	Responsibility	Timeline
4.	**Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting**		
	b) **Street Pastors:** RO to contact Jack Swan and invite him to join the Spiritual Care Team.	Richard Ogston	ASAP

Summary of Action Items

Ref	Action	Responsibility	Timeline
5.	**Shuttle Bus – update**		
	HD to arrange for the Shuttle Bus posters around campus to be up-dated.	Helen Duncan	ASAP
7.	**Equality & Diversity Leads – draft role descriptor**		
	KC to take forward the role of E&D Leads in the new academic year.	Kathleen Connor	Next meeting
8.	**Quiet/Prayer Room Protocol/Washing Facilities- update**		
	GV to purchase baby changing equipment and arrange for installation.	Gilbert Valentine	ASAP
9.	**Equality Reports:**		
	b) **Equality, Diversity & Inclusiveness Draft Policy**		
	• RO to send HD a list of documents he would like linked to the Equality, Diversity & Inclusiveness Policy.	Richard Ogston	ASAP
	• The Equality, Diversity & Inclusiveness Draft Policy to go to the first CMT meeting in September 2017.	Kathleen Connor	Next meeting
	c) **Access and Inclusion Strategy**		
	• RO to bring an annual update on progress to EDIT.	Richard Ogston	Annual from June 18
	d) **Corporate Parenting**		
	• RO to bring an annual update on progress to EDIT.	Richard Ogston	Annual from June 18
	• PW to liaise with Planning Officer to aggregate enabling plans for a streamlined approach to taking actions forward and monitoring progress and update next EDIT meeting.	Pam Wilson	Next meeting

MINUTES:

Item	Action
1. **Welcome & Apologies**	
Susan Bald welcomed all present to the final EDIT meeting of the academic year.	
Apologies were noted.	
2. **Addition to the Agenda for AOCB**	
None.	
3. **Minutes of previous meeting**	
The minutes of the EDIT meeting held on 6 April 2017 had been previously circulated and were approved as an accurate reflection of the discussions that had taken place.	
4. **Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting**	
a) **Work Experience** SB said this was a priority for her to progress and send out the email to staff. However, this will be an action that will need to be followed up more fully in next academic year.	
b) **Street Pastors** RO confirmed that it had been agreed that it was not appropriate for Street Pastors to be on campus, therefore, there was no further actions to be taken on this item.	
RO did advise that he had someone to replace Carmel on the Spiritual Care Team – Jack Swan. RO said he had met with Mr Swan a few times and given him a tour of the College. EDIT members agreed that RO should now approach Jack Swan and invite him to join the spiritual care team.	
Action: RO to contact Jack Swan and invite him to join the Spiritual Care Team.	**RO**
RO advised that he did not get a response from the Muslim communities to join the Spiritual Care Team. He will continue to pursue this and in the meantime, contact details for the local mosque and Muslim community groups were on the spiritual care team information sheet and web page.	
HD said she had recently attended the PKC Strategic Group meeting on minorities and she had mentioned at that meeting that	

Item		Action

we'd be interested in working with Muslim groups via our spiritual care team.

c)   Feedback on April Equality Reports
SB said EDIT members had copies of the 5 reports from the last meeting, and that no feedback on the reports had been received before they were published on 31 April.   HD said that she attended the College Liaison Group for ECU, where it was noted that all FE/HE institutions have published their reports. HD indicated that ECU would review all the published reports and would be giving general feedback in the Autumn. SB indicated this would be something that Kathleen Connor (KC) would pick up in the new academic year and report to EDIT.

SB wished it to be noted that the development and publication of our equality reports was an excellent piece of work from HD and thanked her for high professional standards on this.

HD said she was also continuing to work on an Enabling Plan and this would be another item for KC to take forward in the new academic year.

5.   Shuttle Bus – update

SB reiterated that there had not been much uptake of the Shuttle Bus service. The intention, should funding allow, was to replace the bus with a multi-purpose van, that could be used by wheelchair users, but also used elsewhere on Campus by Estates staff.

CC said that he had spoken with SVS students about this service and they seemed to think this replacement van would be fine.

PW asked how the students were to be notified that the regular service was no longer going to be available. RO said they would normally phone Gerald's team to advise they wanted to use it, so they would be notified at that time.

It was confirmed that EDIT members were in agreement with having a bookable service, as required using the current bus; should funding allow, the bus would be replaced with the multi-purpose van and, with the new path, these options should provide good methods for users to get to and from Brahan.

It was agreed that the posters advertising the Shuttle Bus service would need to be amended.

Action: Helen Duncan to arrange for the Shuttle Bus posters around campus to be up-dated.

Item		Action
6.	**Membership of EDIT – update**	

SB advised that Catherine Etri was replacing Ally Graf; a Head of HR post will be in place for next academic year and this person will Chair EDIT; the Head of Academic Practice (Roy Anderson) was also leaving and the plan is to have aa new person in place for next academic year. With SB also leaving, SB advised that the new E&D Adviser will report to the new Head of Academic Practice, although the E&D Adviser would still work closely with the new Head of HR.

PW wished to note and congratulate SB and HD for all the hard work they have done with E&D in the College.

7.	**Equality & Diversity Leads – draft role descriptor**	

SB said HD was aiming to have an E&D Champion in each team across the College. The role descriptor was taken to CMT and there was support for these roles and KC will take this forward for the new academic year.

Action: KC to take forward the role of E&D Leads in the new academic year. **KC**

8.	**Quiet/Prayer Room Protocol/Washing Facilities- update**	

GV confirmed the signage had been agreed and was to be installed this week. CC and KD had spoken with their students about the changes to the toilet facilities and had received mostly positive feedback from them.

HD said some students felt slightly vulnerable when coming out of the toilet; if someone was passing, they felt this person might perceive that they did not look disabled and therefore shouldn't be using the toilet. HD said it would, therefore, be important to get the communication right about the changes.

GV advised that he had not yet purchased the baby changing equipment, as it had been agreed they would go into the 'changing places' rooms; these rooms already have a bed and GV wanted to check whether it was an option to use the bed, before purchasing the equipment. GV noted that the baby changing equipment could encroach on the amount of available space left in the disabled toilets.

PW said if there was space to install proper baby changing equipment then this should be done. EDIT members all agreed that the proper equipment should be purchased and installed.

Item	Action
Action: GV to purchase baby changing equipment and arrange for installation.	**GV**

GV indicated that he was in the process of getting quotes from plumbers for lowering the sink at Goodlyburn in order to provide foot washing facilities. He had received one quote, but this was too expensive; so was now requesting quotes from other plumbers. The work on this should be done soon.

9.   Equality Reports:

a)   Gender Action Plan

This document had been circulated with the papers.

SB noted that this document had to be published by 3rd July and praised HD for the excellent work she had done in putting together this plan.

HD gave an overview of the document and asked for any feedback by Monday on the actions, particularly where EDIT members were 'owners' of the action. HD indicated the plan would go to CMT next week for sign-off, after which the document would be published.

SB said that, while the document will be published, it will always be a working document, as it will be constantly updated.

b)   Equality, Diversity & Inclusiveness Draft Policy

This draft policy had been circulated with the papers and HD reviewed it with EDIT members.

HD said the current policy was not yet due for renewal, but she had decided to do a complete review of it to bring it in line with equality mainstreaming requirements and prioritieis..

RO asked why the draft policy had not been proposed as a UHI policy.   SB said that as the College was an employer in its own right, there were statutory duties for our Board to meet.

SB suggested that when the UHI policy was in place that the link to this document be added to Perth College's E&D Policy. RO said he had a number of other documents he would like linked to this policy and HD asked RO to send her a list and she would update the policy.

Action: RO to send HD a list of documents he would like linked to the Equality, Diversity & Inclusiveness Policy.	**RO, HD**

Item	Action
EDIT members were happy to endorse this draft policy to go to CMT for their approval.	
However, PW asked which member of staff would be responsible for this policy, given the number of staffing changes about to take place. It was suggested, therefore, that there should be a delay in sending this draft policy to CMT, until all the staffing changes were confirmed and included in the final draft Policy.	
EDIT agreed that it should go to CMT in September.	
Action: The Equality, Diversity & Inclusiveness Draft Policy to go to the first CMT meeting in September 2017.	**KC**
c) Access and Inclusion Strategy	
This draft document had been circulated with the papers and RO reviewed it with EDIT members.	
RO said this document was a 5 year strategy where, as a College, we would have to be far more accessible and inclusive across the College. The strategy defines the College's aspirations for accessible and inclusive services, how we monitor effectiveness and impact and also sets out future priorities and outcomes linked to other relevant strategies and plans.	
RO said this was would be measurable and reported on to the Scottish Funding Council (SFC), so plans would need to be set under this strategy to move things forward. RO agreed to bring an annual update on progress to EDIT.	
Action: RO to bring an annual update on progress to EDIT.	**RO**
d) Corporate Parenting	
This draft document had been circulated with the papers and RO reviewed it with EDIT members.	
RO said that as part of the College's legal duties as corporate parents, the College would have to make adjustments for particular groups of learners from a care experience background. This document sets out how the College would be taking this forward operationally.	
PW advised that both of these documents (Access and Inclusion and Corporate Parenting) were approved at the Board of Management meeting last week, so they would both be published on the College's website. RO indicated that both documents would also need to be sent to the SFC.	

Item		Action
	Once the documents were up on the website, PW asked RO to advise Diane Rawlinson, UHI VP, Further Education.	
	SB asked if RO was going to produce an annual report on both of these documents. RO said he would and SB said that it would be important that any annual/progress report be reviewed at EDIT first, as this would then feed into the Board committees and, for governance, would allow them to monitor progress.	
	Action: RO to bring an annual update on progress to EDIT.	**RO**
	PW said there were now a number of enabling plans and thought it would be important to aggregate these, to have broad headline themes.	
	Action: PW to liaise with Planning Officer to aggregate enabling plans for a streamlined approach to taking actions and monitoring progress and update next EDIT meeting.	**PW**
10.	**LGBT Charter of Rights**	
	HD said she was working closely with LGBT Youth to forward this Charter and had, therefore, met with Angela Howton, Partnership Manager for LGBT Youth, who was delighted to learn that the College had developed an Equality outcome for this protected characteristic. HD said she was also part of the PKC LGBT Strategic Group, who were planning a 'Pride of Perthshire' event for 8th July and the College would have a small display at this event. Also, this evening, Sharon McGuire and Wendy Young from Sports, had offered to go to a 'Celebrating Success and Strengthening Scotland' meeting. HD said this showed positive support from the College for local LGBT Youth.	
11.	**British Sign Language**	
	SB advised that the College was required to publish its plan by October 2018. HD said she had attended a BSL workshop on the 24th and this gave her an insight into the barriers experienced by BSL users. BSL users see themselves as a minority language group – they don't see themselves as having a disability. HD said that the College would need to work with its partners and people in the community, to develop this plan.	
12.	**EDIT Members Updates**	
	Les Hutchison, Estates: The installation of the new lift was progressing and it should be in operation for the start of the new 17/18 session.	

Item	Action

Gilbert Valentine, Estates: In addition to the lift installation, other works included a small adjustment made to the footpath up to Brahan, to improve access for wheelchair users.

Les Roberts, H&S: Reviewed PEEPS and fire procedures for wheelchair users. LR said additional work needed to be completed on this, as some wheelchair users could not use the Evac chairs.

Charlie Collie, SVS: CC met with SB and Karen Downs to discuss the possibility of the College employing people with learning disabilities. Various options were discussed, from paid employment to volunteering internships across the College. The College committed to taking this forward and the HR Dept are ensuring processes are in place.

Carolyn Sweeney-Wilson, Executive Support: The recent FE Prizegiving had raised issues relating to the provision of an induction hearing loop and a ramp for the stage for events within the College. A portable hearing loop had to be hired for the Prizegiving. However, this would be something the College would need to consider buying for future events, in order to comply with legislation. It was also found that the College did not have a ramp for its stage. Fortunately, one was not required for the Prizegiving, although there were contingencies put in place should anyone have required it. This was another item that the College would need to consider buying for future events in order to comply with legislation.

GV said he had contacted Sharon McGuire to ask if Sports had a portable hearing loop, but they did not. RO said Gerald's team dealt with a company that provided good hire rates for hiring of this type of equipment.

SB advised that she had discussed these items with GV with a view to both pieces of equipment being bought by the College for future use at any event.

Helen Duncan, E&D: HD was invited to Horsecross to give a workshop on E&D, which was very well received. Further to this, Horsecross were looking for more training, but this was likely to be done through World Host. HD also attended a BSL plan writing workshop.

Richard Ogston, Student Services: A group was starting to work more closely with young carers and had also started a partnership with PKAVS regarding this. Safeguarding – there was a UHI-wide group now, which RO chaired. This group had just approved a UHI-wide Safeguarding Policy. RO was also attending many meetings to do with Widening Access.

Item	Action

Jane Edwards, Student Engagement/Unison: 2018 was 'Year of Young People' and JE had been to planning meetings for this. She advised that there would be a Carnival taking place on 23 June 2018, as part of a series of events celebrating the Year of Young People. JE also attended a 'Widening Access Conference' and noted a number of initiatives the College could consider. JE noted that it was 'Refugee Week' this week and there was to be a free Eid Celebration at Camperdown Park.

Roy Anderson, Learning & Teaching: The L&T Enabling Plan was in the process of being drafted. RA attended a Universities Scotland event in Edinburgh and spoke to a paper, which was accepted by Universities Scotland as being very useful for the relationship between Universities and Colleges.

Pam Wilson, VP Academic: Audit Scotland published a report today on the performance of Colleges in Scotland and one of the sections in the report was on 'Equalities'. PW said this reflected that Equalities was being highlighted in top level papers. Locally there is the Fairness Commission for P&K, the launch of which is in July and which Margaret Cook is attending.

Susan Bald, HR: Regarding Board of Management recruitment and aiming to address the gender imbalance on the Board. Targeted paid Facebook posts have been used to encourage more female applicants..

Re the employment of SVS students, the College had agreed to move forward with this and would look at ways of allowing SVS students to demonstrate their skills during the recruitment process. SB attended a Digital Ninjas presentation and said she enjoyed seeing and hearing about this inter-generational project.

13. **Equality & Diversity Adviser - Update**

Training delivered:
15/5/17   EDI training delivered to staff at Horsecross Arts

Training undertaken:
24/4/17   BSL Plan writing workshop delivered by Deaf Action
27/4/17   Inclusivity webinar – UHI Learning and Teaching Academy
10/5/17   SFC support for GAP writing
19/5/17   Getting started on your GAP - CDN
31/5/17   Taking Positive Action in your GAP - CDN

College engagement:
22/5/17   GAP writing – SDDs

Item		Action
8/6/17	GAP writing – SDDs	

Community Engagement:

3/5/17	Pride Event Planning meeting - PKC LGBT Strategic Group	
30/5/17	LGBT Charter of Rights – update meeting	
5/6/17	Pride Event Planning meeting - PKC LGBT Strategic Group	

Sector engagement:

27/4/17	Equality Reports published	
5/6/17	UHI GAP writers meeting	
6/6/17	Scottish Race Equality Network – ECU	
14/6/17	College Liaison Group – CDN	
20/6/17	Gender Equality Conference	

14. **AOCB**

None.

Thank You from Susan Bald:
SB wished to record a huge thank you to HD for the massive difference she had made to E&D in the College - it had been transformational. Huge thank you also to Roy Anderson, for his contribution to EDIT. SB thanked everyone on the EDIT Committee – she was really proud to have worked with this committee.

15. **Dates and times of future meeting:**

Meeting dates for 2017-18 to be confirmed.

DRAFT FOR APPROVAL

Perth College UHI

STAFF CONSULTATION FORUM

Note of Meeting Held on Wednesday 31 May 2017
1.30pm, Room 018A

Present:	Susan Bald, Vice Principal HR & Communications (Chair)
	Isobel Syme, Principal's PA
	Jane Edwards, Unison Rep
	Jen Thompson-Young, HoC, EST
	Maureen Paris, Curriculum Admin Team Leader
	Sara O'Hagan, EIS-FELA Rep
Apologies:	Amanda Cramb, HR Manager
	Declan Gaughan, EIS-FELA Rep
	Winston Flynn, Unison Rep
Note Taker:	Carolyn Sweeney-Wilson

Summary of Action Items

Ref	Action	Responsibility	Timeline
3.	**Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting**		
	b) 2016 Staff Survey and IIP 2017 – update		
	IIP Report and Staff IIP Action Plan:		
	• SB to send out the Framework, so that members could see what the table regarding the 'evidence requirements assessed' referred to.	Susan Bald	Immediately
	• Members to let SB know if they have items to be added to the Action Plan.	All	ASAP
6.	**Work Outwith the College Policy – update**		
	To remain on the Agenda for AC to update the SCF at the next meeting.	Amanda Cramb	Next meeting
7.	**Staff Volunteering Day**		
	To remain on the Agenda for AC to update the SCF at the next meeting.	Amanda Cramb	Next meeting

Summary of Action Items

Ref	Action	Responsibility	Timeline
9.	**Easter Closure Days** SB to feedback to SMT concerns expressed at the SCF regarding the Easter closure days and staff wishing them to coincide with Easter Monday.	Susan Bald	ASAP
10.	**AOCB** **Staff Rooms:** SB to raise the concerns regarding the Brahan and GB staff rooms at SMT.	Susan Bald	ASAP
	Support Staff Pensions: SB to contact DCC to ask them to run a session on pensions for support staff.	Susan Bald	Next meeting
	Brexit: SB to contact Thorntons Solicitors to ask them if they would run a session for managers on Brexit and what this will mean for College EU staff/ residents.	Susan Bald	Next meeting
	Payslip interpretation: SB to look at providing a session for staff on payslip interpretation.	Susan Bald	Nest meeting

Minutes

Item		Action
1.	**Welcome and Apologies** SB welcomed everyone to the SCF meeting. In particular, she welcomed Jen Thompson-Young, representing College managers, who was attending her first meeting of the SCF. The apologies were noted.	
2.	**Approval of Minutes of Last Meeting** The minutes of the SCF meeting held on 3 April 2017, having been circulated, were approved as an accurate record of the discussions that had taken place.	
3.	**Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting** **a) UHI 'Agreed Way Forward' – update**	

Item		Action
	SB advised that UHI EO had previously sent out a communication about the appointment of the new Vice Principal posts – which she had updated Forum members on at the last meeting. However, at that time the final VP post of International and External Engagement had still to be filled. That has now been filled by Prof Stuart Gibb. Prof Gibb is the Director of the Environmental Research Institute at North Highland College UHI. SB advised that all VP posts were now filled. SB indicated that the Partnership Council was continuing to meet on a regular basis and the Information Sharing Forum (ISF) had a meeting scheduled for 7th June. SB advised that a paper had been submitted to the ISF regarding the role of the unions on cross-partnership issues, although it hadn't been accepted at the last meeting. SB said she hoped to get an update on the Agreed Way Forward at the ISF meeting on the 7th. SB advised that nominations had been sought for the post of Rector, which had come up for renewal. The current Rector, Anton Edwards, had been nominated again and the College had nominated Liz Grant, former Provost of Perth and Kinross. **b) 2016 Staff Survey and IIP 2017 – update** **IIP Report and Staff IIP Action Plan** SB said she had met with Michelle Austin of IIP. This last IIP assessment of the College had been completed under the old framework. SB said she had, however, asked Michelle to look at the new standard and how the College fared under this, as an indicator moving forward. SB said the IIP report was a positive one and she had taken this to CMT along with the Staff Survey/IIP Action Plan to review. SB reminded Forum members that they, as well as CMT, had been asked to review the IIP Report to see if there was anything to be drawn out from it to go into the Staff Survey/IIP Action Plan. The Action Plan will go to the next Engagement Committee in the 2017-18 round of meetings. The Engagement Committee remit was to have oversight of the Action Plan and to monitor its progress. **Action:** SB to send out the Framework, so that members could see what the table regarding the 'evidence requirements assessed' referred to. Members to let SB know if they have items to be added to the Action Plan.	**SB**
4.	**CPD/Workforce Plan Priorities 2016/2017** SB reviewed this document with Forum members. This document captured the key staff training that was being carried out and that there were a lot of positives in terms of staff taking up qualifications and development. However, CPD activity overall was a concern and would be discussed under item 5 on the agenda.	

Item		Action
5.	**HR Key Statistics – 3rd Quarter**	
	SB tabled the HR Key Statistics for the third quarter and reviewed this document with Forum members.	
	SB noted that, in terms of staffing numbers, there had been an increase in support staff and also hourly paid staff for ASW.	
	Sickness absence in the third quarter had come down slightly. As per the previous request, SB had added in a statistic to show self-referrals to Occupational Health.	
	SB noted that the CPD figure continued to be low. However, SB said she intended to send out a questionnaire/survey to staff about this, but thinks this is likely to be due to staff not entering their CPD into Ciphr, they don't have time to attend CPD, or they don't perceive certain development activities to be classified as CPD. However, the survey should provide more information so that appropriate action can be taken to address this issue.	
6.	**Work Outwith the College Policy – update**	
	SB reported that AC was in the process of setting up a meeting regarding this.	
	JE asked if the College really needed this policy as it had been highlighted as a need but work had not progressed on developing the policy.. SB stated it was required as, while it was clear in staff employment contracts, a policy would help to define what is meant by 'work outwith the College'. SB said there was a need to ensure that staff were also not breaching the statutory working time regulations. It was also important to be clear that, while the College encourages industrial updating, staff should also not be working against the interests of the College.	
	Action: Work Outwith the College Policy to remain on the Agenda for AC to update the SCF at the next meeting.	**AC**
7.	**Staff Volunteering Day**	
	SB advised that AC had just sent out a meeting request regarding this. The aim was to take this forward as a pilot in the new academic year.	
	Action: Staff Volunteering Day to remain on the Agenda for AC to update the SCF at the next meeting.	**AC**
8.	**Protocol for leavers, retirement etc**	
	SB advised that this was now working better since the process had been clarified.	
	This item was now complete and should be removed from the Agenda.	

Item		Action
9.	**Easter Closure Days**	
	MP indicated that many support staff felt that the Easter closure days should coincide with Easter Monday. This year's closure days did not coincide with the Easter weekend and this had caused a number of staff problems, particularly for childcare.	
	SB advised that the calendar was fixed according to the university calendar. Perth College aimed to fit in with both the university calendar and the local PKC holidays. Perth College has at least one week coinciding with the university calendar and one week with PKC holidays. There was some further discussion about this between Forum members, however, SB said she would feedback these concerns to SMT.	
	Action: SB to feedback to SMT concerns expressed at the SCF regarding the Easter closure days and staff wishing them to coincide with Easter Monday.	**SB**
10.	**AOCB**	
	Staff Rooms: IS said that a number of staff from Brahan and Goodlyburn (GB) had expressed concern about the Staff Rooms. The Brahan staff room had a lack of access and a lack of ventilation on hot days. Although the room had been decorated and furnished, it was not the most pleasant of environments. The GB staff room had been moved and it was now located in what were the toilets on the first floor. This room was much smaller than staff had previously and when it is occupied there was no space whatsoever. This meant staff were climbing over one another to get to the sink or to the door. A number of staff donot feel valued as a result.	
	SB said she would take this concern to SMT to consider.	
	Action: SB to raise the concerns regarding the Brahan and GB staff rooms at SMT.	**SB**
	Support Staff Pensions: IS said that a number of staff felt it would be useful if the College could run a session on pensions for support staff. SB said she could ask DCC to run a session for this.	
	Action: SB to contact DCC to ask them to run a session on pensions for support staff.	**SB**
	SB suggested that another session for managers and staff could be on Brexit and what that will mean for EU staff/residents in terms of visas etc. SB said she had already been in touch with Thorntons about this and will follow that up.	
	Action: SB to contact Thorntons Solicitors to ask them if they would run a session on Brexit and what this will mean for College EU staff/ residents.	**SB**

Item		Action
	Payslip interpretation: SO'H reported that a number of staff had expressed they would like a session on payslip interpretation, as it was not always clear what everything on the payslip referred to.	
	Action: SB to look at providing a session for staff on payslip interpretation.	**SB**
	Thank You to Susan: CSW advised Forum members that this meeting would be Susan's last SCF meeting before she leaves the College in the summer. The SCF wished to record their thanks to Susan for all her work with this Committee and wished her well in her next adventure.	
11.	**Date and time of Next Meeting** Meetings to be confirmed for the 2017-18 academic year.	

Engagement Committee Terms of Reference   Enclosure 12

Membership

Chair of Academic Affairs Committee (ex officio)
No fewer than 3 other Board of Management members, to include one staff member.
2 student members nominated by the Perth College Students' Association (PCSA)

In attendance
Vice Principal, Academic
Vice Principal, Human Resources and Communications
Business Engagement Director

Quorum
The quorum shall be 3 members

Frequency of Meetings
The Committee shall meet no less than three times per year.

Terms of Reference

This committee is responsible for Board development and engagement with staff, students and external stakeholders.

Student Engagement

1.   To ensure the Board is working proactively to ensure effective Board engagement with the student experience

2.   To oversee the PCSA Advisory Committee as a Sub Committee of the Engagement Committee and have oversight of key PCSA developments and governance arrangements, making recommendations to the Board of Management on PCSA governance and other agreed matters

3.   To ensure effective management of the PCSA President

4.   To receive regular reports from the Student Representative Council and monitor the College response to student concerns

5.   To receive regular reports from Management and Students on progress with student engagement in the operation of the College.

External Stakeholder Engagement

6.   Provide direction on the strategic priorities in relation to external engagement across the College

7.   Contribute to the College awareness of its market position in Perth and Kinross through dialogue with the Board of Management members' own external, governmental, private and third sector contacts.

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8.   Review the College's external environment and interpretation of relevant information with the purpose of providing leadership on the currency of the strategic direction.

9.   To be aware of and input on behalf of the College to the range of external business engagement groups and initiatives the College is involved with (e.g., the Perth and Kinross Young Work Force Group, the Perth and Kinross Community Planning Partnership, Perth City Development Trust, the Outcome Delivery Group).

10.   To represent the College with peers across the UHI Academic Partners.

Human Resources and Staff Engagement

11.   To oversee the development and auditing of organisational engagement strategies.

12.   To monitor the staff survey and organisational development and engagement perspective of the Balanced Scorecard

13.   To monitor Progress of our general and specific duties under the Equalities Act through review of reports and action plans.

14.   To ensure the Board is taking an active and planned approach to its responsibility to staff.

Board Development

15.   To develop procedures for the induction and ongoing training and development of Board members

16.   To ensure Board members are able to operate effectively and to develop into the roles of Chair of Committee and Vice Chair as appropriate.

17.   To ensure effective self evaluation of the Board and its Standing Committees

18.   To develop the programme for an annual Board Development day.

Approved by Chairs' Committee 8 December 2015
Approved by Perth College UHI Board of Management 16 December 2015

Engagement Committee membership August 2017

John McDonald (Chair)
David Littlejohn (Vice Chair)
Lindsey McLeod
Donald Maclean
Ian Jackson
Sharon Hammell
Anne Irvine
Charlie Shentall
Prince Honeysett (Student member)
Nurina Sharmin (Student Member)
Principal (Chair of Academic Affairs, ex officio)